DOCUMENT RESUME

ED 348 563 CE 061 819

TITLE	Social Skills Program Team Manuals.
INSTITUTION	Model Classrooms, Bellevue, WA.
SPONS AGENCY	Job Corps (DOL), Washington, DC.
PUB DATE	90
CONTRACT	99-0-4714-35-041-01
NOTE	139p.; Seven separate team manuals have been combined to form this ERIC document. For related skill packets, see CE 061 820-825.
AVAILABLE FROM	Model Classrooms, 4095 173rd Place, S.E., Bellevue, WA 98008.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Administration; Counseling; *Daily Living Skills; Food Service; Health Services; *Interpersonal Competence; *Intervention; *Management Teams; Recreational Programs; Residential Institutions; *Skill Development; Stress Management; Teaching Guides; Teamwork
IDENTIFIERS	Job Corps

ABSTRACT

These seven social skills program team manuals foster the development of social skills and correct common social skill problems among students in different settings. The manuals also improve intervention skills. The following topics are covered: (1) administration; (2) counseling; (3) food services; (4) health services; (5) management; (6) recreation; and (7) residential. Each manual includes the following sections: (1) the team as social skills builders--employability payoffs, activities offering social skills building opportunities, and strengths of the team; (2) the 10 most important social skills for the particular area; (3) intervention technique; (4) resources--videos, facilitator packets, one-on-one inservice training, and teaming with other staff; (5) a chart depicting the 50 social skills to be developed; (6) intervention examples; and (7) success tips. (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED348563

SOCIAL SKILLS PROGRAM

TEAM MANUALS

Job Corps

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

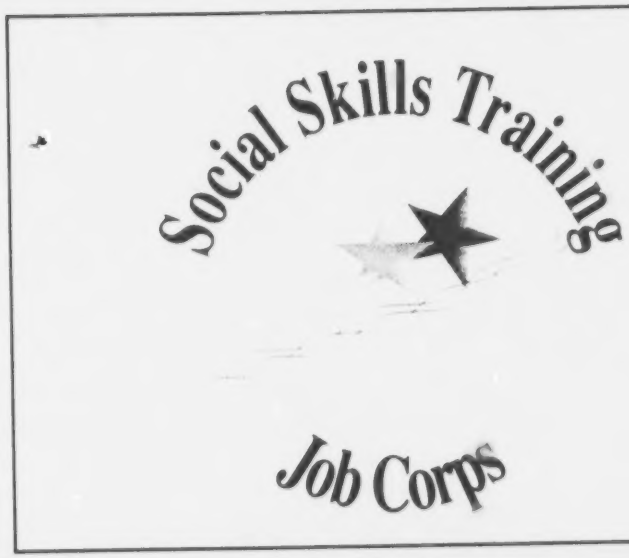
CE 061519

BEST COPY AVAILABLE

Social Skills Program

Administration

Team Manual



Job Corps

Purpose of this Manual

This manual will provide you, an **Administration Team** member, with a guide to use in **fostering the development** of social skills best taught in administration settings. It will also assist you in **correcting** common social skill problems among students during administration time.

It is your responsibility to intervene when you observe inappropriate behavior ***not just in administrative settings, but anywhere on Center.*** *This manual will help you improve your intervention skills.*

The Team Manual series is part of a total Job Corps Social Skills Training Program which includes **Facilitator Skill Packets, a Student Skills Handbook**, and a **One-On-One** inservice training curriculum.

This booklet was prepared under U.S. Department of Labor contract #99-0-4714-33-041-01 to Model Classrooms, 4093 175rd Place, SE, Bellevue, WA 98008 1990
Order # 40651

CONTENTS

The Administration Team as Social Skills Builders
- Employability Pay-offs 2
- Activities Offering Social Skills Building Opportunities 3
- Strengths of the Team 4

The 10 Most Important Social Skills for the Administration Area 6

Intervention Technique 8

Resources
- Videos 10
- Facilitator Packets 10
- One-On-One Inservice 11
- Other Staff 11

Reference
- The 50 Social Skills (chart) 12

Examples
- Intervention Examples 15

Success Tips ..... Inside Back Cover

The Administration Team as a Social Skills Builder

As a member of the **Administration** staff, you have many opportunities and reasons to help students develop good social skills. What **you do** in your interactions with them can increase the benefits they receive from Job Corps. Acceptable social skills are necessary for their growth after they leave Job Corps.

Employability Pay-offs

The social skills taught in Administration are essential for success in many areas of life.

You influence each student's progress.

All jobs require the ability to deal with supervision, outside authority, and paperwork. Most jobs have regulations and written expectations for employees. The vast majority of employment situations also have levels of bureaucracy with which to deal. The skills necessary for students to deal effectively in Administrative situations are the same skills they will need on the job after they leave Job Corps. **Many of these skills will be learned by the students with much more impact through their interactions with you as an Administration staff member than anywhere else in their training at Job Corps.** You are an important part of Job Corps training for employability and career success.

Remember it is primarily by example that students learn social skills from you. These skills are essential to their later career success.

Activities Offering Social Skills Building Opportunities

Think about how each of these activities offers you natural opportunities to build good social skills. How can you take advantage of these opportunities?

- Conducting pay day or other allowance and allotment transactions
- Completing or obtaining records
- Orientation presentations
- Class scheduling
- Job development and placement interviews
- Conducting transportation and clothing trip orientations
- Approving leaves and absences
- Responding to complaints and inquiries
- Informal conversations
- Conducting student welfare association transactions
- Follow up of student absences

Strengths of the

You interact with all students on Center.
You have the opportunity to create an impression on a broader group of students than is the case with most staff members.

Some of the more important skills for students to learn are a normal part of your dealings with them.
Skills such as making a decision, listening, dealing with contradictory messages, following instructions, and dealing with anger are essential for future job success.

Much of what you do with students involves tangible results.
Many Job Corps students respond better to tangible results than intangible ones. Most administrative activities produce something tangible or a direct action.

Administration Team

You have a great opportunity to teach students how to respond to different levels of responsibility.

Many students do not know how to work within hierarchical structures. The ability to deal appropriately with levels of authority is a critical skill for getting ahead in life.

You are in a position of direct authority.

Your authority is well defined for the students with fewer "grey areas" than other staff positions. This authority gives immediate importance to what you say and do.

Of all the staff on Center, you are seen by the students as being role models of the business profession.

You are role models for the normal business-oriented jobs society offers. You have the opportunity to show students how business can be conducted in a professional manner. More than other staff your duties are not strictly specific to Job Corps settings.

2 The 10 Most Important Social Skills in Administration

For a complete list of Social Skills in the Job Corps curriculum see pages 12 to 14 of this guide.

These social skills were identified by Job Corps **Administration** staff from across the nation as the most important social skills in **Administration** programs. They may or may not be problem areas for you at your Center. Developing students' abilities in these skills will improve their relationships with others and increase your own job effectiveness.

Personal Hygiene.

The students are clean and well groomed, and their clothing is clean and in good repair, at all times.

Personal Appearance.

The students are dressed and groomed in a manner that is appropriate and safe for each setting or activity.

Punctuality and Attendance.

The students meet scheduled appointments and commitments on time and are present for all scheduled activities each day.

Listening.
The students listen attentively to others and make an effort to understand what is being said.

Asking for Help.
The students ask for help from the proper person in a respectful manner.

Following Instructions.
The students follow instructions and complete tasks as directed.

Making a Decision.
The students think about a situation, gather information and consider possibilities before choosing the best course of action.

Using Self-Control.
The students think through situations before responding strongly and then use self-control.

Dealing with Contradictory Messages.
The students attempt to clarify contradictory messages in a respectful manner.

Dealing with Group Pressure.
The students decide to do what they believe to be best regardless of what the group wants to do.

ST★R Approach

Use these steps for on-the-spot interventions anytime you encounter inappropriate behavior.

WHAT TO DO:

ay what you see and listen to the student's explanation.

ell why the behavior is a problem and discuss how it makes you feel.

dd explanation of desired behavior and show how to make amends, if appropriate.

each a mutually agreeable solution, if possible, and review consequences of continued behavior, if necessary.

for Building Social Skills

HOW TO DO IT:

Be direct, objective, and specific without judging the student's character. Listen with an open mind.

Stay in control of your own emotions. Calmly tell how the behavior affects you or others. Try not to place blame or attack the student's character.

Be specific. Be sure the student understands what he/she must stop doing, start doing, and continue to do in the future.

Be objective, non-threatening and supportive. Make sure the student accepts responsibility for his/her decision.

☞ The **One-On-One** inservice training program will teach you how to work with students to develop and refine social skills.

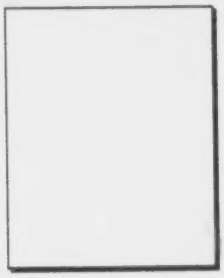
4 Resources

Want to maximize your chance for successful social skills interactions? Take advantage of the resources available to you elsewhere in this program. These aids include videos, Facilitator Packets, and the One-On-One staff inservice training program. Don't forget to utilize the experience and knowledge of other staff on your Center!

Videos

Videos are available that show examples of typical situations you may encounter as an **Administration** staff member. Some videos portray techniques for conducting One-On-One interactions; others model steps to social skill development. The actors in the videos are Job Corps students in amusing real-life situations!

Facilitator Packets



Facilitator Packets which provide staff with additional information about each skill are available. You may find it helpful to read the Packets on the skills that most concern you. A Student Booklet also summarizes the steps to acquiring each social skill.

One-On-One Inservice

One-On-One is a staff development program. All Center staff will attend **One-On-One** inservice meetings where they will learn:

- Techniques for **One-On-One** interventions with students
- Steps to acquiring each social skill, and
- Procedures for working with students with social skills deficits

*Your Center Director or Social Skills Coordinator will have more information on **One-On-One**.*

Other Staff

Job Corps provides the opportunity for students to receive concentrated help and training in all areas of their life. For maximum student benefit, Job Corps staff must communicate and work together in the teaching of these skills. It is **strongly** recommended that you identify ways to **team up** to help the students through **S**ocial **S**kills **B**uilding. *For the Administration Team, teaming with other staff may work especially well for the skills identified as Skill Alternatives to Aggression.*

5 The Fifty

Personal Skills

This first group of skills focuses on Job Corps basics.

1. Personal Hygiene
2. Personal Appearance
3. Locker Hygiene
4. Dorm Cleanliness
5. Punctuality and Attendance
6. Responding to Supervision
7. Teamwork

Beginning Social Skills

These skills are the foundation for more complicated skills.

8. Listening
9. Starting a Conversation
10. Having a Conversation
11. Asking a Question
12. Saying Thank You
13. Introducing Yourself
14. Introducing Other People
15. Giving a Compliment

Social Skills

Advanced Social Skills

This set of skills involves more difficult interactions.

16. Asking for Help
17. Joining In
18. Giving Instructions
19. Following Instructions
20. Apologizing
21. Convincing Others
22. Making a Decision

Skills for Dealing with Feelings

These skills are especially important during adolescence.

23. Knowing Your Feelings
24. Expressing Your Feelings
25. Understanding the Feelings of Others
26. Dealing with Someone Else's Anger
27. Expressing Affection
28. Dealing with Fear
29. Rewarding Yourself

The 50 Social Skills

Skill Alternatives to Aggression

These complex skills involve situations where action with or by others is the dominant factor.

30. Asking Permission
31. Sharing Something
32. Helping Others
33. Negotiating
34. Using Self-Control
35. Standing Up for Your Rights
36. Responding to Teasing
37. Avoiding Trouble with Others
38. Keeping Out of Fights

Skills for Dealing with Stress

These advanced skills require the development of inner attitudes about yourself and who you choose to be.

39. Making a Complaint
40. Answering a Complaint
41. Sportsmanship After the Game
42. Dealing with Embarrassment
43. Dealing with Being Left Out
44. Standing Up for a Friend
45. Responding to Persuasion
46. Responding to Failure
47. Dealing with Contradictory Messages
48. Dealing with an Accusation
49. Getting Ready for a Difficult Conversation
50. Dealing with Group Pressure

6 Intervention Examples

FOUL LANGUAGE

1 ***During class time a student asks the Enrollee Records Clerk to make a new ID card because he needs it for payline later in the day. The clerk tells the student to come back during scheduled student service hours. The student gets angry and starts yelling obscenities at the clerk.***

Social Skills:
Expressing Your Feelings
Using Self-Control
Following Instructions

Intervention:

The records clerk reacts to the student by saying:

S) I can see that you're really frustrated.
T) We only replace ID cards after class hours. I don't like being yelled at like this when I'm just trying to do my job.
A) I expect you to take care of this business after class hours in a respectful manner.
R) Can we agree that the next time you need help from this office, you will come in during student-service hours and be more respectful?

PAYCHECK PROBLEM AT PAYLINE

2 ***After waiting in line to be paid, a student discovers she doesn't have a paycheck. The student gets very angry and loudly and threateningly demands to know from the payline monitor where her check is.***

Social Skills:
Asking for Help
Making a Complaint
Using Self-Control

Intervention:

S) I can tell you are upset about not getting your paycheck.
T) Not getting paid when you expect to can be frustrating. I don't like you taking it out on me because I do not have any control over your paycheck.
A) I expect you to calm down and not disrupt and hold up the payline.
R) You need to decide if you can calm down and go to Enrollee Records to ask about your paycheck right now, or you can wait until tomorrow.

Intervention Examples

DRESS-CODE VIOLATION

3 ***A student arrives for an appointment with the manager in a T-shirt with obscene language written on it (or any other violation of dress code for your Center).***

Social Skills:
Following Instructions
Personal Appearance

Intervention:

The manager's secretary says:
S) I see you are wearing a T-shirt that has obscene language on it.
T) Obscene language is offensive to a lot of people and this is in violation of the Center's dress code. I am offended by the obscene language on your T-shirt.
A) I expect you to follow the Center's dress code and not wear that T-shirt.
R) Can you change your T-shirt and come back dressed appropriately for your appointment?

LEAVE PROBLEMS

4 ***The Enrollee Records clerk initiates a leave request for a student's home leave explaining to him how to fill out the form and what signatures are needed. The student returns ten minutes later with the request form improperly completed and asks the clerk to process the leave.***

Social Skills:
Following Instructions
Listening

Intervention:

The clerk says:
S) I can see your leave paper is not filled out completely.
T) In order to process a leave, all of the required signatures need to be completed. It's frustrating to both of us when we have to do more work because you didn't follow the directions.
A) I expect you to listen closely to these instructions and complete your leave paper.
R) Can we agree that you'll get the signature of your RA and vocational instructor and then come back to see me?

Success Tips for the Administration Team

1. **Knowledge is power.**
   (Know the steps to acquiring each social skill.)

2. **Monkey see; monkey do.**
   (Model the skills you want your students to acquire.)

3. **Listen.**
   (You might miss a cry for help.)

4. **"Plan" before you leap!**
   (Take time to prepare a plan of action.)

5. **Team up.**
   (Share your action plan with other Administration staff; enlist their help.)

6. **Get the most out of life.**
   (Use all available resources.)

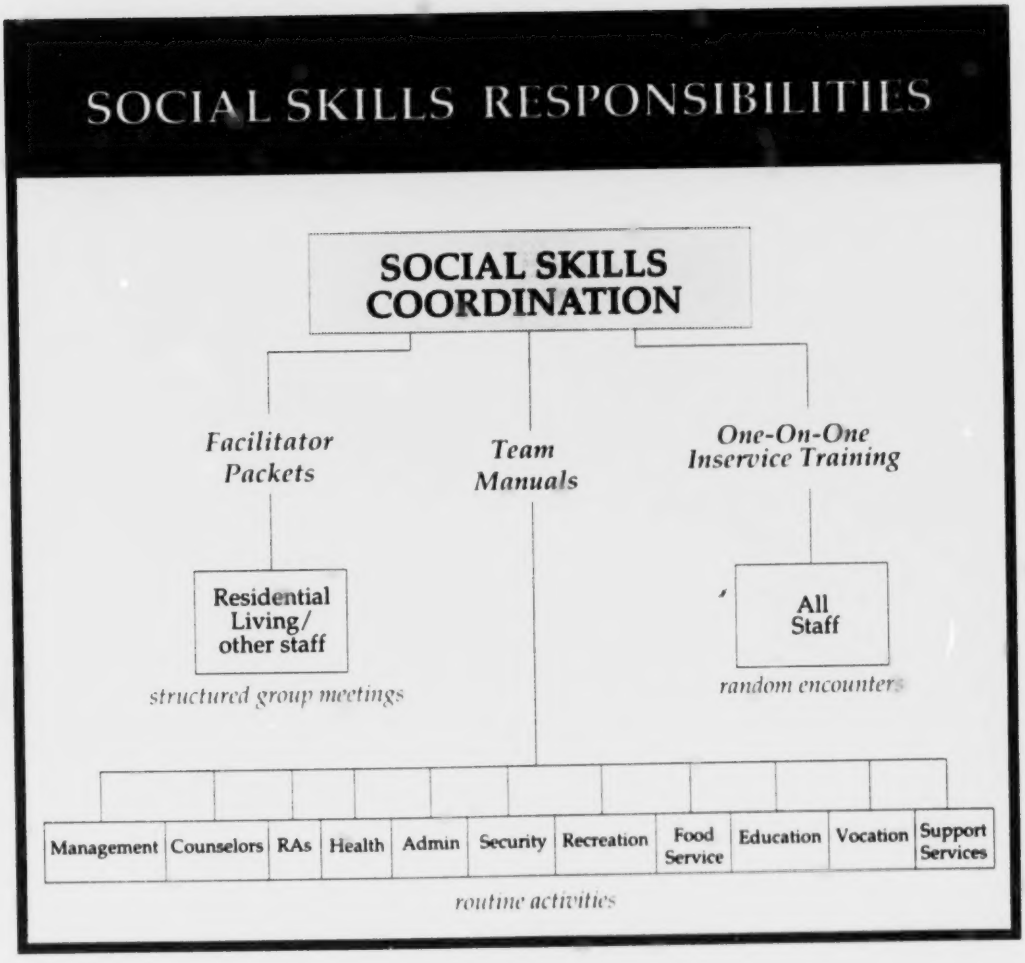
7. **Practice makes perfect.**
   (Practice intervening by *role playing* with other staff.)

8. **Stay ahead of the game.**
   (Be prepared for the worst; expect the best.)

9. **If we always do what we've always done, we'll always get what we've always gotten.** (Don't be afraid to change.)

10. **You can catch more flies with honey than vinegar.**
    (Be positive when you intervene.)

SOCIAL SKILLS RESPONSIBILITIES



Social Skills Training

Job Corps

Job Corps Social Skills Program

U.S. Department of Labor

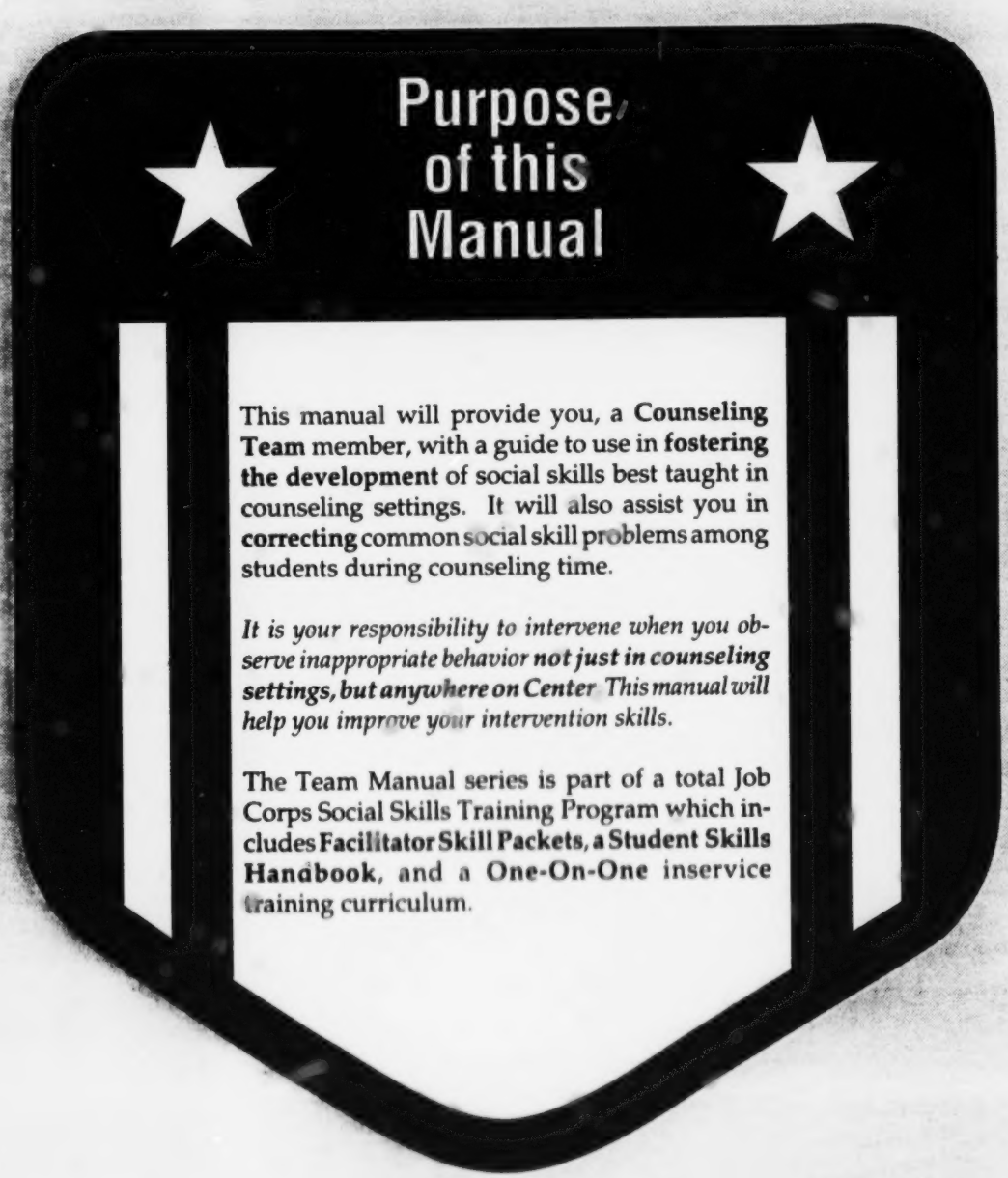
Social Skills Program

Counseling

Team Manual

Job Corps

BEST COPY AVAILABLE


Purpose of this Manual
This manual will provide you, a **Counseling Team** member, with a guide to use in **fostering the development** of social skills best taught in counseling settings. It will also assist you in **correcting** common social skill problems among students during counseling time.
*It is your responsibility to intervene when you observe inappropriate behavior **not just in counseling settings, but anywhere on Center**. This manual will help you improve your intervention skills.*
The Team Manual series is part of a total Job Corps Social Skills Training Program which includes **Facilitator Skill Packets, a Student Skills Handbook**, and a **One-On-One** inservice training curriculum.

This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40652

CONTENTS

The Counseling Team as Social Skills Builders
- ❑ Employability Pay-offs 2
- ❑ Activities Offering Social Skills Building Opportunities 3
- ❑ Strengths of the Team 4

The 10 Most Important Social Skills for the Counseling Area 6

Intervention Technique 8

Resources
- ❑ Videos 10
- ❑ Facilitator Packets 10
- ❑ One-On-One Inservice 11
- ❑ Other Staff 11

Reference
- ❑ The 50 Social Skills (chart) 12

Examples
- ❑ Intervention Examples 15

Success Tips ..... Inside Back Cover

The Counseling Team as a Social Skills Builder

As a member of the **Counseling** staff, you have many opportunities and reasons to help students develop good social skills. What **you do** in your interactions with them can increase the benefits they receive from Job Corps. Acceptable social skills are necessary for their growth after they leave Job Corps.

Employability Pay-offs

The social skills taught in Counseling are essential for success in many areas of life.

Being effective on a job requires an ability to deal with our own feelings and those of our co-workers and employers. It requires us to know when to apologize and how to deal with issues of fear, embarrassment, and anger. To do well in a job we also must face our failures and handle them effectively. These skills and others are an essential part of both the world of work and the realm of counseling. **Many of these skills will be learned by Job Corps students with much more impact in counseling than anywhere else in their training at Job Corps.**

You influence each student's progress.

You are an important part of the students' lives. As a counselor you can reinforce their sense of emotional well being and help them select a training program that will provide them with a successful career and personal life.

Activities Offering Social Skills Building Opportunities

Think about how each of these activities offers you natural opportunities to build good social skills. How can you take advantage of these opportunities?

- Orientation intake interview
- Conflict resolution between staff and students
- Individual counseling sessions
- Group counseling sessions in dorms
- Parental contacts
- Resolving disagreements or conflicts between students
- Staff training and development
- Intergroup relations counseling
- Informal conversations
- Staffings and P/PEPs
- Special needs counseling — substance abuse, sexual abuse, etc.

Strengths of the

You have more one-on-one time with the students than other staff.
This opportunity allows you to become well-acquainted with the students. You will know more about their background, family, dreams, and progress on Center than other staff. Students confide in you because they perceive you as their advocate.

You can deal with student issues in depth.
Most staff have neither the training nor the opportunity to deal with an individual student's difficulties in any depth. You do. Social skills training can be discussed and reinforced during these meetings.

Your training allows you to spot problems or motivations that others might miss.
You have highly developed skills in the area of adolescent behavior. This means you often have a "sixth sense" that allows you to look beyond the obvious, discovering behavior that would benefit by change or reinforcement.

Counseling Team

Students understand your influence on their ability to succeed.

Students see your efforts as directly influencing their advancement through the program. Even when resisting your guidance, they recognize the importance of your role in their success.

You can help other staff model and reinforce students' social skills development.

Your expertise and abilities are usually seen by other staff as helpful input that improves their interactions with students. When you work with other staff on a problem, it is beneficial for everyone involved.

Social Skills training is a natural part of what you do.

Virtually all of the social skills relate to problems commonly dealt with in counseling situations. Your increased familiarity and understanding in this area can add valuable depth and balance to the efforts of staff and students alike in the Social Skills Training Program.

2 The 10 Most Important Social Skills in Counseling

For a complete list of Social Skills in the Job Corps curriculum see pages 12 to 14 of this guide.

These social skills were identified by Job Corps **Counseling** staff from across the nation as most important in **Counseling** programs. They may or may not be problem areas for you at your Center. Developing students' abilities in these skills will improve their relationships with others and increase your own job effectiveness.

Listening.

The students listen attentively to others and make an effort to understand what is being said.

Apologizing.

The students recognize when to make an apology and do so in appropriate ways.

Knowing Your Feelings.

The students recognize the emotions they are feeling, decide what caused the feeling and can identify the feeling.

Expressing Your Feelings.
The students choose appropriate ways to show others what they are feeling.

Understanding the Feelings of Others.
The students try to understand what emotions others are feeling and show understanding in an appropriate manner.

Dealing with Someone Else's Anger.
The students try to understand another person's angry feelings and choose a response that is constructive.

Dealing with Fear.
The students figure out why they feel afraid and then choose actions to reduce the fear.

Dealing with Embarrassment.
The students use constructive ways to deal with embarrassment.

Sportsmanship After the Game.
The students express honest appreciation to opponents and give credit to others regardless of who wins or loses.

Responding to Failure.
The students figure out the reasons for failure and plan ways to succeed in the future.

3 ST★R Approach

Use these steps for on-the-spot interventions anytime you encounter inappropriate behavior.

WHAT TO DO:

ay what you see and listen to the student's explanation.

ell why the behavior is a problem and discuss how it makes you feel.

dd explanation of desired behavior and show how to make amends, if appropriate.

each a mutually agreeable solution, if possible, and review consequences of continued behavior, if necessary.

for Building Social Skills

HOW TO DO IT:

Be direct, objective, and specific without judging the student's character. Listen with an open mind.

Stay in control of your own emotions. Calmly tell how the behavior affects you or others. Try not to place blame or attack the student's character.

Be specific. Be sure the student understands what he/she must stop doing, start doing, and continue to do in the future.

Be objective, non-threatening and supportive. Make sure the student accepts responsibility for his/her decision.

☞ The **One-On-One** inservice training program will teach you how to work with students to develop and refine social skills.

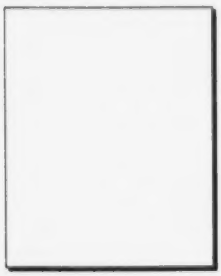
4 Resources

Want to maximize your chance for successful social skills interactions? Take advantage of the resources available to you elsewhere in this program. These aids include videos, Facilitator Packets, and the One-On-One staff inservice training program. Don't forget to utilize the experience and knowledge of other staff on your Center!

Videos

Videos are available that show examples of typical situations you may encounter as a **Counseling** staff member. Some videos portray techniques for conducting One-On-One interactions; others model steps to social skill development. The actors in the videos are Job Corps students in amusing real-life situations!

Facilitator Packets



Facilitator Packets which provide staff with additional information about each skill are available. You may find it helpful to read the Packets on the skills that most concern you. A Student Booklet also summarizes the steps to acquiring each social skill.

One-On-One Inservice

One-On-One is a staff development program. All Center staff will attend **One-On-One** inservice meetings where they will learn:

- Techniques for **One-On-One** interventions with students
- Steps to acquiring each social skill, and
- Procedures for working with students with social skills deficits

*Your Center Director or Social Skills Coordinator will have more information on **One-On-One**.*

Other Staff

Job Corps provides the opportunity for students to receive concentrated help and training in all areas of their life. For maximum student benefit, Job Corps staff must communicate and work together in the teaching of these skills. It is **strongly** recommended that you identify ways to **team up** to help the students through **S**ocial **S**kills **B**uilding. *For the Counseling Team this is especially important, since your expertise at dealing with social skills problems will be useful to all other staff.*

The Fifty

Personal Skills

This first group of skills focuses on Job Corps basics.

1. Personal Hygiene
2. Personal Appearance
3. Locker Hygiene
4. Dorm Cleanliness
5. Punctuality and Attendance
6. Responding to Supervision
7. Teamwork

Beginning Social Skills

These skills are the foundation for more complicated skills.

8. Listening
9. Starting a Conversation
10. Having a Conversation
11. Asking a Question
12. Saying Thank You
13. Introducing Yourself
14. Introducing Other People
15. Giving a Compliment

Social Skills

Advanced Social Skills

This set of skills involves more difficult interactions.

16. Asking for Help
17. Joining In
18. Giving Instructions
19. Following Instructions
20. Apologizing
21. Convincing Others
22. Making a Decision

Skills for Dealing with Feelings

These skills are especially important during adolescence.

23. Knowing Your Feelings
24. Expressing Your Feelings
25. Understanding the Feelings of Others
26. Dealing with Someone Else's Anger
27. Expressing Affection
28. Dealing with Fear
29. Rewarding Yourself

The 50 Social Skills

Skill Alternatives to Aggression

These complex skills involve situations where action with or by others is the dominant factor.

30. Asking Permission
31. Sharing Something
32. Helping Others
33. Negotiating
34. Using Self-Control
35. Standing Up for Your Rights
36. Responding to Teasing
37. Avoiding Trouble with Others
38. Keeping Out of Fights

Skills for Dealing with Stress

These advanced skills require the development of inner attitudes about yourself and who you choose to be.

39. Making a Complaint
40. Answering a Complaint
41. Sportsmanship After the Game
42. Dealing with Embarrassment
43. Dealing with Being Left Out
44. Standing Up for a Friend
45. Responding to Persuasion
46. Responding to Failure
47. Dealing with Contradictory Messages
48. Dealing with an Accusation
49. Getting Ready for a Difficult Conversation
50. Dealing with Group Pressure

6 Intervention Examples

RACIAL SLURS

1 ***The counselor overhears a student making rude and degrading racial comments about another student.***

Social Skills:
Knowing Your Feelings
Understanding the Feelings of Others
Avoiding Trouble with Others

Intervention:

The counselor walks over to the students and says:

S) I heard you making a derogatory remark about students from other ethnic groups.
T) Negative comments about people's ethnic background or race hurt feelings and perpetuate stereotypes. I'm disappointed that you criticize people because they are different from you.
A) I expect you to stop making derogatory remarks about others.
R) Can you agree to stop making those kind of comments?

SEXUAL HARRASSMENT

2 ***A Counselor observes a group of male students outside the recreation hall who are making cat calls and remarks about each female student who walks into the building.***

Social Skills:
Understanding the Feelings of Others
Expressing Your Feelings
Dealing with Group Pressure

Intervention:

S) I heard you making cat calls and commenting about each woman as she walked by you.
T) Most women are embarrassed and feel threatened when men make sexual comments about them. I'm angry when I hear comments like this because it makes women feel uncomfortable at this Center.
A) I expect you to stop making these kinds of comments.
R) You can either go into the recreation hall and participate or leave the area. Either way, the name calling must stop.

Intervention Examples

VERBAL DISAGREEMENT

3 ***In the cafeteria at dinner , the counselor observes a female student confront another woman in a loud angry voice about stealing her boyfriend. A loud verbal argument follows.***

Social Skills:
Dealing with Someone Else's Anger
Dealing with an Accusation
Keeping Out of Fights
Expressing Your Feelings

Intervention:

The counselor walks over to the two women and says:

S) Ladies, it's getting kind of loud over here. I see you're both really angry.
T) When you're this angry and loud it disturbs everyone and it's hard for us to enjoy our meal.
A) While you're in the cafeteria you need to keep it down. This isn't the time or place for arguing.
R) What we need to do now is go to my office to work this out. If you choose to be quiet and have your dinner we will discuss this later.

DISAGREEMENT BETWEEN STAFF AND STUDENT

4 ***An angry student storms out of class after a disruptive argument with the teacher and runs into the counselor in the hall. The student tells the counselor what a jerk the teacher is and that he never provides help.***

Social Skills:
Responding to Supervision
Dealing with Contradictory Messages
Making a Complaint
Apologizing

Intervention:

The counselor says:

S) I can see that you're angry and that you need to talk to me.
T) It's okay to be angry and disagree, but it's not okay to disrupt the class. It's hard for me to be objective when I don't know both sides of the story.
A) I want you to take a few minutes to calm down and then return to class.
R) You can either apologize and work it out with your teacher, or I'll be glad to meet with the two of you to resolve it.

Success Tips for the Counseling Team

1. **Knowledge is power.**
   (Know the steps to acquiring each social skill.)

2. **Monkey see; monkey do.**
   (Model the skills you want your students to acquire.)

3. **Listen.**
   (You might miss a cry for help.)

4. **"Plan" before you leap.**
   (Take time to prepare a plan of action.)

5. **Team up.**
   (Share your action plan with other Counseling staff; enlist their help.)

6. **Get the most out of life.**
   (Use all available resources.)

7. **Practice makes perfect.**
   (Practice intervening by *role playing* with other staff.)

8. **Stay ahead of the game.**
   (Be prepared for the worst; expect the best.)

9. **If we always do what we've always done, we'll always get what we've always gotten.** (Don't be afraid to change.)

10. **You can catch more flies with honey than vinegar.**
    (Be positive when you intervene.)

SOCIAL SKILLS RESPONSIBILITIES

Social Skills Training

Job Corps

Job Corps Social Skills Program

U.S. Department of Labor

Social Skills Program

Food Services

Team Manual

Job Corps

Purpose of this Manual

This manual will provide you, a **Food Services Team** member, with a guide to use in **fostering the development** of social skills best taught in food service settings. It will also assist you in **correcting** common social skill problems among students during food service time.

It is your responsibility to intervene when you observe inappropriate behavior ***not just in food service settings, but anywhere on Center.*** *This manual will help you improve your intervention skills.*

The Team Manual series is part of a total Job Corps Social Skills Training Program which includes **Facilitator Skill Packets, a Student Skills Handbook**, and a **One-On-One** inservice training curriculum.

This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 1990, 4095 173rd Place, SE, Bellevue, WA 98008
Reorder # 40654

CONTENTS

The Food Services Team as Social Skills Builders
- ❑ Employability Pay-offs 2
- ❑ Activities Offering Social Skills Building Opportunities 3
- ❑ Strengths of the Team 4

The 10 Most Important Social Skills for the Food Services Area 6

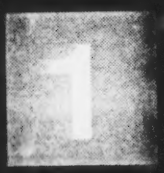
Intervention Technique 8

Resources
- ❑ Videos 10
- ❑ Facilitator Packets 10
- ❑ One-On-One Inservice 11
- ❑ Other Staff 11

Reference
- ❑ The 50 Social Skills (chart) 12

Examples
- ❑ Intervention Examples 15

Success Tips ..... Inside Back Cover



The Food Services Team as a Social Skills Builder

As a member of the **Food Services** staff, you have many opportunities and reasons to help students develop good social skills. What **you do** in your interactions with them can increase the benefits they receive from Job Corps. Acceptable social skills are necessary for continued growth after students leave Job Corps.

Employability Pay-offs

The social skills taught in Food Services are essential for success in many areas of life.

You influence each student's progress.

To get and keep a job it is essential to be healthy. Good nutrition plays an important part in maintaining good health. Food Services staff members not only fulfill the basic need for good nutrition, but also serve as role models for students who are pursuing careers in rapidly growing service industries. By demonstrating daily such social skills as saying thank you, listening and answering a complaint, Food Services staff can help students prepare to give and receive services in the workplace. **Many of these skills will be learned by the students with much more impact through their interactions with you as a Food Services staff member than anywhere else in their training at Job Corps.** You are an important part of Job Corps training for employability and career success.

Food services staff can teach, model, and reinforce many of the skills and attitudes students need in Job Corps and in life. You are an important part of Job Corp's Social Skills training program.

Activities Offering Social Skills Building Opportunities

Think about how each of these activities offers you natural opportunities to build good social skills. How can you take advantage of these opportunities?

- Serving meals to students
- Catering meals for Center guests
- Talking to students waiting in line for meals
- Responding to food preference surveys
- Interacting with student government's food committee
- Providing special awards luncheons/dinners
- Responding to complaints about food
- Promoting appropriate cafeteria behavior
- Bussing of dishes and cleanup of personal eating space
- Conducting student welfare association transactions
- Follow up of student absences

Strengths of the

Much of what you do with students involves tangible results.
Many Job Corps students respond well to activities which produce tangible results such as a good meal.

You represent an enjoyable and informal part of the students' daily routine.
Eating and socializing are good times for the students. They have greater motivation and desire to have these times go well.

The service you provide is essential to students.
Beyond their enjoyment, students need to eat. That provides tremendous incentive to work out conflicts regarding **Food Services**.

Food Services Team

You interact with all students — 3 times a day.
How you act and interact affects all students on Center. You help set the tone for how the Center works as a whole.

Many social skills are a natural part of your interaction with students.
Social skills such as personal hygiene, following instructions, and saying "Thank You" are natural parts of your interaction. You can strengthen good skills and correct deficiencies in these skills easily.

You are a strong role model for the students.
Because you perform a "real world job" in addition to a training job, you are a prime role model to the students for how workers should act. You are a "reality check" for them regarding the relevance of their training, including social skills development.

2 The 10 Most Important Social Skills in Food Services

For a complete list of Social Skills in the Job Corps curriculum see pages 12 to 14 of this guide.

These social skills were identified by Job Corps **Food Services** staff from across the nation as the most important social skills in **Food Services** programs. They may or may not be problem areas for you at your Center. Developing students' abilities in these skills will improve their relationships with others and increase your own job effectiveness.

Personal Hygiene.

The students are clean and well groomed, and their clothing is clean and in good repair, at all times.

Listening.

The students listen attentively to others and make an effort to understand what is being said.

Saying Thank-you.

The students are courteous and show appreciation to others when appropriate.

Following Instructions.
The students follow instructions and complete tasks as directed.

Understanding the Feelings of Others.
The students try to understand what emotions others are feeling and show understanding in an appropriate manner.

Asking Permission.
The students know when to ask permission from the correct person at an appropriate time when it is needed.

Using Self-Control.
The students think through situations before responding strongly and then use self control.

Avoiding Trouble with Others.
The students stay out of situations that could get them into trouble.

Keeping Out of Fights.
The students figure out ways other than fighting to handle difficult situations.

Dealing with Group Pressure.
The students decide to do what they believe to be best regardless of what the group wants to do.

3 ST★R Approach

Use these steps for on-the-spot interventions anytime you encounter inappropriate behavior.

WHAT TO DO:

ay what you see and listen to the student's explanation.

ell why the behavior is a problem and discuss how it makes you feel.

dd explanation of desired behavior and show how to make amends, if appropriate.

each a mutually agreeable solution, if possible, and review consequences of continued behavior, if necessary.

for Building Social Skills

HOW TO DO IT:

Be direct, objective, and specific without judging the student's character. Listen with an open mind.

Stay in control of your own emotions. Calmly tell how the behavior affects you or others. Try not to place blame or attack the student's character.

Be specific. Be sure the student understands what he/she must stop doing, start doing, and continue to do in the future.

Be objective, non-threatening and supportive. Make sure the student accepts responsibility for his/her decision.

☞ The **One-On-One** inservice training program will teach you how to work with students to develop and refine social skills.

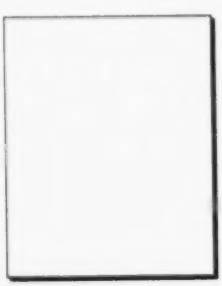
4 Resources

Want to maximize your chance for successful social skills interactions? Take advantage of the resources available to you elsewhere in this program. These aids include videos, Facilitator Packets, and the One-On-One staff inservice training program. Don't forget to utilize the experience and knowledge of other staff on your Center!

Videos

Videos are available that show examples of typical situations you may encounter as a **Food Services** staff member. Some videos portray techniques for conducting One-On-One interactions; others model steps to social skill development. The actors in the videos are Job Corps students in amusing real-life situations!

Facilitator Packets



Facilitator Packets which provide staff with additional information about each skill are available. You may find it helpful to read the Packets on the skills that most concern you. A Student Booklet also summarizes the steps to acquiring each social skill.

One-On-One Inservice

One-On-One is a staff development program. All Center staff will attend **One-On-One** inservice meetings where they will learn:

- Techniques for **One-On-One** interventions with students
- Steps to acquiring each social skill, and
- Procedures for working with students with social skills deficits

*Your Center Director or Social Skills Coordinator will have more information on **One-On-One**.*

Other Staff

Job Corps provides the opportunity for students to receive concentrated help and training in all areas of their life. For maximum student benefit, Job Corps staff must communicate and work together in the teaching of these skills. It is **strongly** recommended that you identify ways to **team up** to help the students through **Social Skills Building**. *For the Food Services Team, teaming with other staff may work especially well for the skills identified as "Personal Skills" and those categorized as "Advanced Social Skills".*

The Fifty

Personal Skills

This first group of skills focuses on Job Corps basics.

1. Personal Hygiene
2. Personal Appearance
3. Locker Hygiene
4. Dorm Cleanliness
5. Punctuality and Attendance
6. Responding to Supervision
7. Teamwork

Beginning Social Skills

These skills are the foundation for more complicated skills.

8. Listening
9. Starting a Conversation
10. Having a Conversation
11. Asking a Question
12. Saying Thank You
13. Introducing Yourself
14. Introducing Other People
15. Giving a Compliment

Social Skills

Advanced Social Skills

This set of skills involves more difficult interactions.

16. Asking for Help
17. Joining In
18. Giving Instructions
19. Following Instructions
20. Apologizing
21. Convincing Others
22. Making a Decision

Skills for Dealing with Feelings

These skills are especially important during adolescence.

23. Knowing Your Feelings
24. Expressing Your Feelings
25. Understanding the Feelings of Others
26. Dealing with Someone Else's Anger
27. Expressing Affection
28. Dealing with Fear
29. Rewarding Yourself

The 50 Social Skills

Skill Alternatives to Aggression

These complex skills involve situations where action with or by others is the dominant factor.

30. Asking Permission
31. Sharing Something
32. Helping Others
33. Negotiating
34. Using Self-Control
35. Standing Up for Your Rights
36. Responding to Teasing
37. Avoiding Trouble with Others
38. Keeping Out of Fights

Skills for Dealing with Stress

These advanced skills require the development of inner attitudes about yourself and who you choose to be.

39. Making a Complaint
40. Answering a Complaint
41. Sportsmanship After the Game
42. Dealing with Embarrassment
43. Dealing with Being Left Out
44. Standing Up for a Friend
45. Responding to Persuasion
46. Responding to Failure
47. Dealing with Contradictory Messages
48. Dealing with an Accusation
49. Getting Ready for a Difficult Conversation
50. Dealing with Group Pressure

6 Intervention Examples

VERBAL DISAGREEMENT

1 ***At lunch the food services staff member observes several students at a table teasing one another. A short time later one of the students seems to take offense at a comment and a loud verbal argument begins.***

Social Skills:
Responding to Teasing
Dealing with Someone Else's Anger
Avoiding Trouble with Others

Intervention:

The staff member walks over to the students and says:

S) Hey guys, it's getting kind of loud over here.
T) Teasing can hurt feelings. When you're this angry and loud, it hurts everybody's ears and it's hard for us to enjoy our lunch.
A) While you're in the cafeteria, you need to keep it down. This isn't the time or place for arguing.
R) Can you agree to finish your lunch quietly? If you can't, we need to resolve this in my office.

ABUSIVE LANGUAGE

2 ***In the dinner line a student who's not happy with the meal begins talking abusively to the server about the poor quality of the food.***

Social Skills:
Making a Complaint
Expressing Your Feelings

Intervention:

A Food Services staff member in the back of the line observes the situation and walks over to the complaining student and says:

S) It seems like you're not happy with our meal tonight.
T) Yelling at the server isn't going to change what's being served tonight. It bothers me to hear you talk like this because these people have worked all day preparing this food.
A) You don't have to like the food, but when you come through the line, I expect you to treat the servers with more respect.
R) If you don't like the meal, you have a choice of going to the seconds' line and the salad bar, or going to the student canteen.

Intervention Examples

WEARING A HAT IN THE CAFETERIA

3 ***Every day the Food Services staff member reminds the same student to remove his hat while in line. As soon as the student sits down he puts his hat back on.***

Social Skills:
Following Instructions

Intervention:

The Staff member sees the student wearing his hat again and walks over to the student's table.

S) I see you are wearing your hat again.
T) Hats are to be worn outside, not in the cafeteria. I'm really angry because I have to ask you every day to remove it and then you put it back on.
A) I expect you to take your hat off and keep it off when you're in the cafeteria.
R) Now you can either keep your hat off in the building, or I'll be glad to hold it until you're through eating.

CUTTING IN LINE

4 ***While monitoring the cafeteria line, the staff member notices a student cutting in line.***

Social Skills:
Team Work
Making a Decision
Dealing with Someone Else's Anger

Intervention:

The staff member confronts the student by saying:

S) I see that you're cutting in line.
T) It's not fair to everyone else who's been waiting so long. I'm really frustrated with line cutting.
A) I expect you to wait just like everyone else.
R) What we need now is for you to go to the back of the line. If you can't agree to do this, you'll have to leave the area all together.

Success Tips for the Food Services Team

1. **Knowledge is power.**
   (Know the steps to acquiring each social skill.)

2. **Monkey see; monkey do.**
   (Model the skills you want your students to acquire.)

3. **Listen.**
   (You might miss a cry for help.)

4. **"Plan" before you leap.**
   (Take time to prepare a plan of action.)

5. **Team up.**
   (Share your action plan with other Food Services staff; enlist their help.)

6. **Get the most out of life.**
   (Use all available resources.)

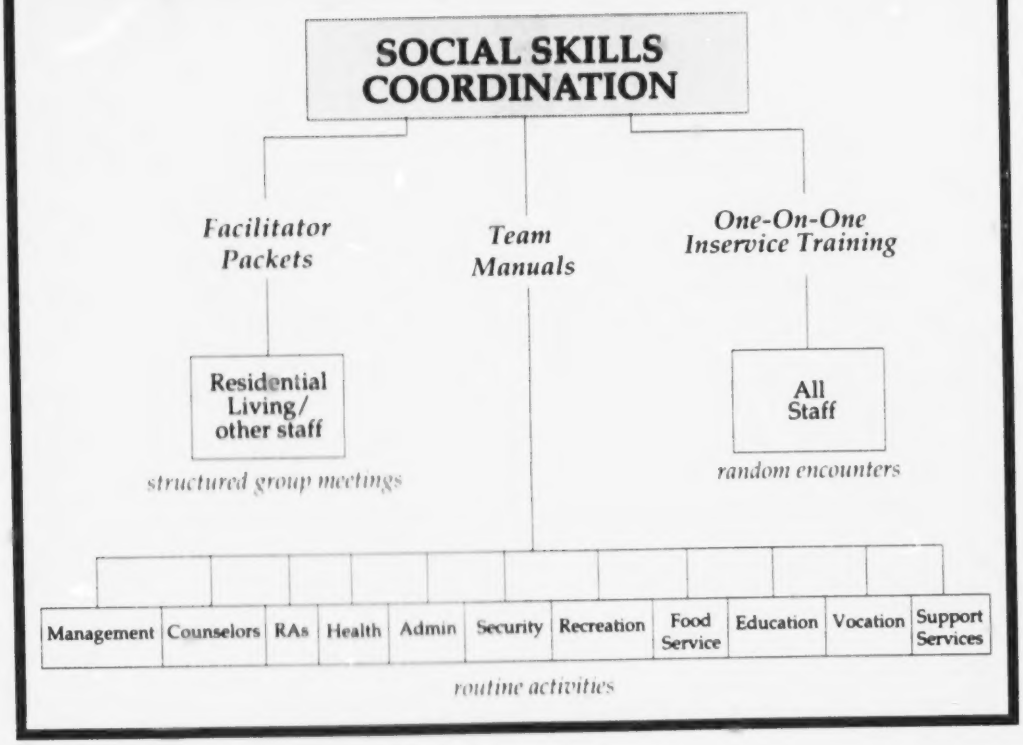
7. **Practice makes perfect.**
   (Practice intervening by *role playing* with other staff.)

8. **Stay ahead of the game.**
   (Be prepared for the worst; expect the best.)

9. **If we always do what we've always done, we'll always get what we've always gotten.** (Don't be afraid to change.)

10. **You can catch more flies with honey than vinegar.**
    (Be positive when you intervene.)

SOCIAL SKILLS RESPONSIBILITIES



Social Skills Training

Job Corps

Job Corps Social Skills Program

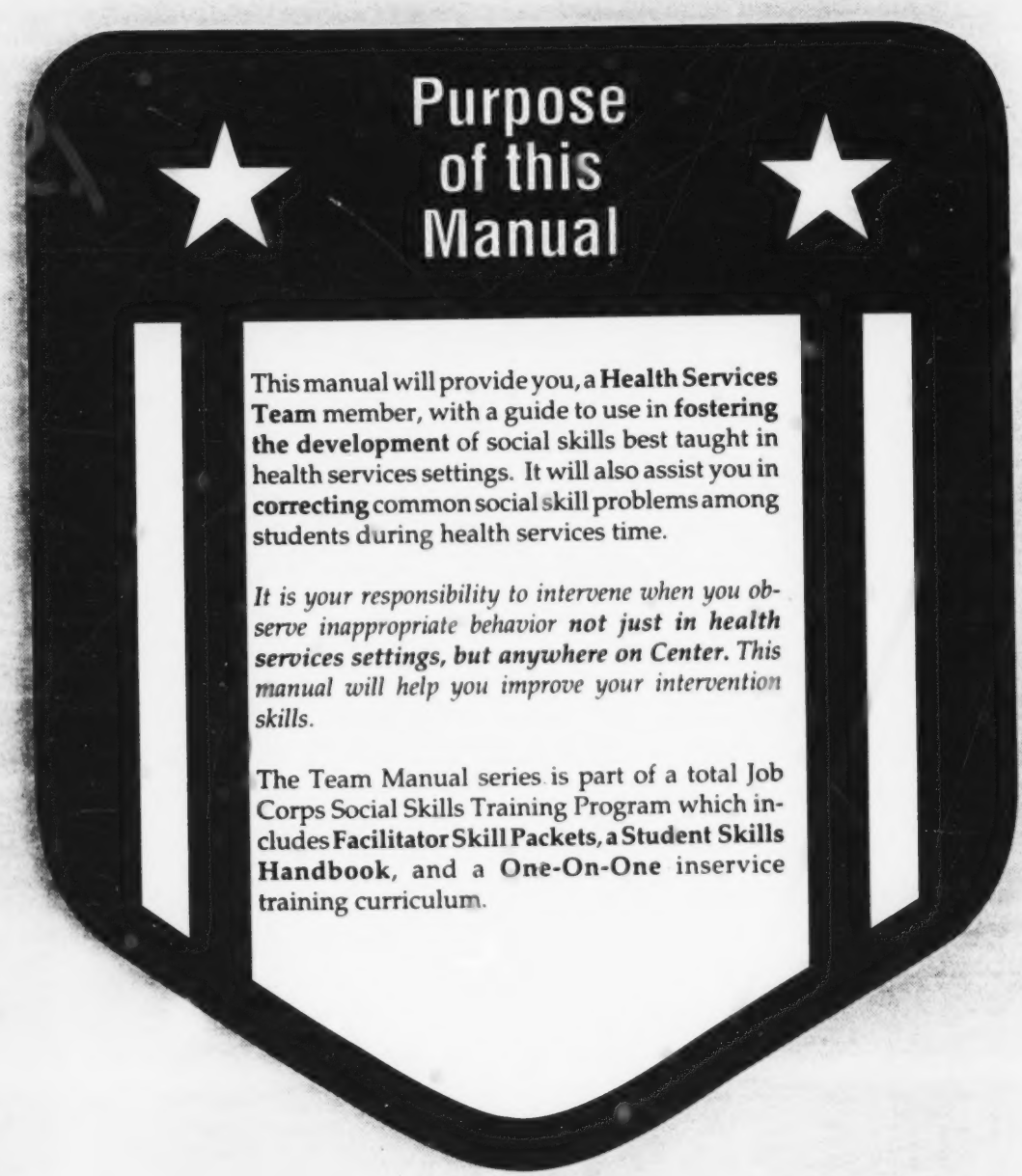
U.S. Department of Labor

Social Skills Program

Health Services

Team Manual

Job Corps


Purpose
of this
Manual
This manual will provide you, a **Health Services Team** member, with a guide to use in **fostering the development** of social skills best taught in health services settings. It will also assist you in **correcting** common social skill problems among students during health services time.
It is your responsibility to intervene when you observe inappropriate behavior ***not just in health services settings, but anywhere on Center.*** *This manual will help you improve your intervention skills.*
The Team Manual series is part of a total Job Corps Social Skills Training Program which includes **Facilitator Skill Packets, a Student Skills Handbook**, and a **One-On-One** inservice training curriculum.

This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 1990, 4095 173rd Place, SE, Bellevue, WA 98008
Reorder # 40655

CONTENTS

The Health Services Team as Social Skills Builders
- ❑ Employability Pay-offs 2
- ❑ Activities Offering Social Skills Building Opportunities 3
- ❑ Strengths of the Team 4

The 10 Most Important Social Skills for the Health Services Area 6

Intervention Technique 8

Resources
- ❑ Videos 10
- ❑ Facilitator Packets 10
- ❑ One-On-One Inservice 11
- ❑ Other Staff 11

Reference
- ❑ The 50 Social Skills (chart) 12

Examples
- ❑ Intervention Examples 15

Success Tips ..... Inside Back Cover

The Health Services Team as a Social Skills Builder

As a member of the **Health Services** staff, you have many opportunities and reasons to help students develop good social skills. What **you do** in your interactions with them can increase the benefits they receive from Job Corps. Acceptable social skills are necessary for their growth after students leave Job Corps.

Employability Pay-offs

The social skills taught in Health Services are essential for success in many areas of life.

You influence each student's progress.

To get and keep a job, it is essential to be healthy. An unhealthy employee is a problem to co-workers and employers. Health Services staff can help students learn many of the necessary health and social skills that lead to a healthy life style. These include skills such as punctuality, asking for help, dealing with contradictory messages, and dealing with group pressure. **Many of these skills will be learned by the students with much more impact in Health Services than anywhere else in their Job Corps training.**

Both the health skills and the social skills you teach are a critically important part of Job Corps training for the students' future job success. Remember that your position as a role model is also of extreme importance. Students may learn from what you say, but they'll model your behavior.

Activities Offering Social Skills Building Opportunities

Think about how each of these activities offers you natural opportunities to build good social skills. How can you take advantage of these opportunities?

- Routine health examinations
- Treatment of illness or injury
- Classes for health problems (e.g. smoking cessation, weight loss, etc.)
- Drug education and awareness activities
- Sex education classes
- Follow-up on missed medical appointments
- Parenting instruction
- Orientation presentations
- Follow-up health care counseling
- Substance testing
- Individual health counseling sessions

Strengths of the

You are able to interact with students on a personal and confidential level.
This opportunity can create an important atmosphere of trust where students may feel free to talk about their problems.

You are the staff member best able to help students confront embarrassing personal topics.
You can provide a safe place for students to discuss personal appearance, hygiene, or sexual behavior problems. They may not be able to talk about these difficulties elsewhere without fear of losing face or seeming uninformed.

Since emotional and physical problems can be related, you are in a good position to see when social skills problems are creating physical problems.
Sometimes social skills problems are related to physical problems. For example, a young woman who sees herself as unattractive may exhibit health problems.

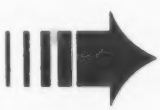
Health Services Team

You can see when physical problems are creating social skills problems.

Some social skills problems may, in fact, be the result of physical problems such as dyslexia, body chemistry imbalances, etc. A student with a speech impairment might prefer to be a "loner" rather than risk the teasing of a group. You can help arrange treatment and counseling for such students.

A threat to a person's physical health is often a major motivation for changing behaviors.

Students are more likely to change behaviors when they understand what a positive effect it can have.



You are in a position to see the "invisible students."

Some students slide through the system relatively unnoticed, even if they have severe problems. Because you are a health professional, you have been trained to closely observe people. You will be able to identify students with severe problems who may go unnoticed.

2 The 10 Most Important Social Skills in Health Services

For a complete list of Social Skills in the Job Corps curriculum see pages 12 to 14 of this guide.

These social skills were identified by Job Corps **Health Services** staff from across the nation as the most important social skills in **Health Services** programs. They may or may not be problem areas for you at your Center. Developing students' abilities in these skills will improve their relationships with others and increase your own job effectiveness.

Personal Hygiene.

The students are clean and well groomed, and their clothing is clean and in good repair, at all times.

Personal Appearance.

The students are dressed and groomed in a manner that is appropriate and safe for each setting or activity.

Punctuality and Attendance.

The students meet scheduled appointments and commitments on time and are present for all scheduled activities each day.

Responding to Supervision.

The students respond to supervision in a cooperative and positive manner.

Listening.

The students listen attentively to others and make an effort to understand what is being said.

Asking a Question.

The students decide what information they need and ask the right person for that information at the right time and place and in the right way.

Asking for Help.

The students ask for help from the proper person in a respectful manner.

Following Instructions.

The students follow instructions and complete tasks as directed.

Knowing your Feelings.

The students recognize the emotions they are feeling, decide what caused the feeling and can identify the feeling.

Dealing with Group Pressure.

The students decide to do what they believe to be best regardless of what the group wants to do.

ST★R Approach

Use these steps for on-the-spot interventions anytime you encounter inappropriate behavior.

WHAT TO DO:

ay what you see and listen to the student's explanation.

ell why the behavior is a problem and discuss how it makes you feel.

dd explanation of desired behavior and show how to make amends, if appropriate.

each a mutually agreeable solution, if possible, and review consequences of continued behavior, if necessary.

for Building Social Skills

HOW TO DO IT:

Be direct, objective, and specific without judging the student's character. Listen with an open mind.

Stay in control of your own emotions. Calmly tell how the behavior affects you or others. Try not to place blame or attack the student's character.

Be specific. Be sure the student understands what he/she must stop doing, start doing, and continue to do in the future.

Be objective, non-threatening and supportive. Make sure the student accepts responsibility for his/her decision.

☞ The **One-On-One** inservice training program will teach you how to work with students to develop and refine social skills.

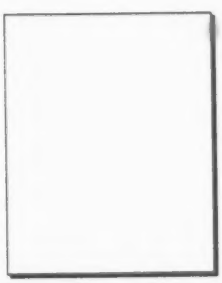
4 Resources

Want to maximize your chance for successful social skills interactions? Take advantage of the resources available to you elsewhere in this program. These aids include videos, Facilitator Packets, and the One-On-One staff inservice training program. Don't forget to utilize the experience and knowledge of other staff on your Center!

Videos

Videos are available that show examples of typical situations you may encounter as a **Heath Services** staff member. Some videos portray techniques for conducting One-On-One interactions; others model steps to social skill development. The actors in the videos are Job Corps students in amusing real-life situations!

Facilitator Packets



Facilitator Packets which provide staff with additional information about each skill are available. You may find it helpful to read the Packets on the skills that most concern you. A Student Booklet also summarizes the steps to acquiring each social skill.

One-On-One Inservice

One-On-One is a staff development program. All Center staff will attend **One-On-One** inservice meetings where they will learn:

- Techniques for **One-On-One** interventions with students
- Steps to acquiring each social skill, and
- Procedures for working with students with social skills deficits

*Your Center Director or Social Skills Coordinator will have more information on **One-On-One**.*

Other Staff

Job Corps provides the opportunity for students to receive concentrated help and training in all areas of their life. For maximum student benefit, Job Corps staff must communicate and work together in the teaching of these skills. It is **strongly** recommended that you identify ways to **team up** to help the students through **S**ocial **S**kills **B**uilding. *For the Health Services Team, teaming with other staff may work especially well for the skills identified as "Personal Skills" and for the skill of "Knowing your Feelings".*

5 The Fifty

Personal Skills

This first group of skills focuses on Job Corps basics.

1. Personal Hygiene
2. Personal Appearance
3. Locker Hygiene
4. Dorm Cleanliness
5. Punctuality and Attendance
6. Responding to Supervision
7. Teamwork

Beginning Social Skills

These skills are the foundation for more complicated skills.

8. Listening
9. Starting a Conversation
10. Having a Conversation
11. Asking a Question
12. Saying Thank You
13. Introducing Yourself
14. Introducing Other People
15. Giving a Compliment

Social Skills

Advanced Social Skills

This set of skills involves more difficult interactions.

16. Asking for Help
17. Joining In
18. Giving Instructions
19. Following Instructions
20. Apologizing
21. Convincing Others
22. Making a Decision

Skills for Dealing with Feelings

These skills are especially important during adolescence.

23. Knowing Your Feelings
24. Expressing Your Feelings
25. Understanding the Feelings of Others
26. Dealing with Someone Else's Anger
27. Expressing Affection
28. Dealing with Fear
29. Rewarding Yourself

The 50 Social Skills

Skill Alternatives to Aggression

These complex skills involve situations where action with or by others is the dominant factor.

30. Asking Permission
31. Sharing Something
32. Helping Others
33. Negotiating
34. Using Self-Control
35. Standing Up for Your Rights
36. Responding to Teasing
37. Avoiding Trouble with Others
38. Keeping Out of Fights

Skills for Dealing with Stress

These advanced skills require the development of inner attitudes about yourself and who you choose to be.

39. Making a Complaint
40. Answering a Complaint
41. Sportsmanship After the Game
42. Dealing with Embarrassment
43. Dealing with Being Left Out
44. Standing Up for a Friend
45. Responding to Persuasion
46. Responding to Failure
47. Dealing with Contradictory Messages
48. Dealing with an Accusation
49. Getting Ready for a Difficult Conversation
50. Dealing with Group Pressure

6 Intervention Examples

NOT FOLLOWING MEDICAL INSTRUCTIONS

1 ***Despite specific instructions from the nurse to rest and elevate his injured foot, a student is observed walking around without crutches.***

Social Skills:
Following Instructions
Listening
Dealing with Accusations

Intervention:

When the student returns to Medical the next day to complain about his foot, the nurse says:

S) I see that your foot is not healing.
T) If you walk on your foot, it won't heal properly. I'm running out of patience because I want you to get well and return to your training.
A) I expect you to rest and stay off your foot in the evening.
R) Can we agree on what your foot needs now is for you to follow medical instructions? If you don't follow instructions, I'll have to send you home until your foot heals.

MISSED DENTAL APPOINTMENT

2 ***A student missed a dental appointment for the second time in a week. The dental assistant happened to see the student later in the day.***

Social Skills:
Punctuality and Attendance
Responding to Supervision

Intervention:

The Dental assistant speaks to the student about the missed appointment by saying:

S) I didn't see you at your dental appointment this morning and this is the second time you missed it.
T) The dentist has to complete all your work before you're eligible for work experience. I'm frustrated because it's going to be hard to reschedule you.
A) I expect you to come to your next appointment.
R) We can schedule another appointment right now. You will have to make the next appointment or have the rest of your dental work done at home at your expense.

Intervention Examples

ABUSIVE LANGUAGE

3 ***A student has requested bed rest because he doesn't feel well. After examining him, the nurse tells him he's well enough to return to class. The student starts shouting obscenities at the nurse.***

Social Skills:
Using Self-Control
Making a Complaint
Expressing Your Feelings

Intervention:

The nurse says:
S) I can see you are really angry.
T) It's okay to be angry when you don't feel well, but it's not okay to yell at me. It doesn't feel good to be yelled at.
A) I expect you to return to class and try your best.
R) If you still don't feel good after class, you can either come back to see me, or rest tonight and see me at sick call in the morning.

DISRESPECT FOR MEDICAL DIAGNOSIS

4 ***Despite taking the prescribed medication for a few days, the student still doesn't feel any better. When she returns to Medical she complains loudly to everyone that the nurses don't know what they're doing.***

Social Skills:
Making a Complaint
Getting Ready for Difficult Conversation
Expressing Your Feelings

Intervention:

The nurse asks to speak to the student and says:
S) I can see that you don't like the medical service you received.
T) Your behavior is disruptive to the health clinic. Some medications take longer than a couple of days to take effect. I feel angry and defensive when you complain about our skills in front of other students.
A) It's okay to disagree with Medical, but I would appreciate it if you would discuss your concerns with me in private.
R) If you still feel this way tomorrow, we can schedule you to see our doctor or you can go home to see your family doctor.

Success Tips for the Health Services Team

1. **Knowledge is power.**
   (Know the steps to acquiring each social skill.)

2. **Monkey see; monkey do.**
   (Model the skills you want your students to acquire.)

3. **Listen.**
   (You might miss a cry for help.)

4. **"Plan" before you leap.**
   (Take time to prepare a plan of action.)

5. **Team up.**
   (Share your action plan with other Health Services staff; enlist their help.)

6. **Get the most out of life.**
   (Use all available resources.)

7. **Practice makes perfect.**
   (Practice intervening by *role playing* with other staff.)

8. **Stay ahead of the game.**
   (Be prepared for the worst; expect the best.)

9. **If we always do what we've always done, we'll always get what we've always gotten.** (Don't be afraid to change.)

10. **You can catch more flies with honey than vinegar.**
    (Be positive when you intervene.)

Social Skills Program

Management

Team Manual

Job Corps

Purpose of this Manual

This manual will provide you, a **Management Team** member, with a guide to use in **fostering the development** of social skills among students and staff at Job Corps. It will also assist you in **correcting** common social skill problems you observe during your daily work with students and staff.

It is your responsibility to intervene when you observe inappropriate behavior ***not just in management settings, but anywhere on Center.*** *This manual will help you improve your intervention skills* with both students and staff.

The Team Manual series is part of a total Job Corps Social Skills Training Program which includes **Facilitator Skill Packets, a Student Skills Handbook**, and a **One-On-One** inservice training curriculum.

This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 1990, 4095 173rd Place, SE, Bellevue, WA 98008
Reorder # 40656

CONTENTS

The Management Team as Social Skills Builders
- ❑ Employability Pay-offs 2
- ❑ Activities Offering Social Skills Building Opportunities 3
- ❑ Strengths of the Team 4

The 10 Most Important Social Skills for the Management Area 6

Intervention Technique 8

Resources
- ❑ Videos 10
- ❑ Facilitator Packets 10
- ❑ One-On-One Inservice 11
- ❑ Other Staff 11

Reference
- ❑ The 50 Social Skills (chart) 12

Examples
- ❑ Intervention Examples 15

Success Tips ..... Inside Back Cover

The Management Team as a Social Skills Builder

As a member of the **Management** staff, you have a responsibility to help students and staff develop good social skills. What **you do** in your interactions with others can increase the benefits they receive from Job Corps. Acceptable social skills are necessary in the Job Corps Program.

Employability Pay-offs

The social skills taught in Management are essential for success in many areas of life.

You influence each student's progress.

All jobs require the ability to work together for a common goal. As goals are successfully achieved, employees are frequently rewarded with promotions to leadership positions. Most leadership positions require higher level social skills such as Getting Ready for a Difficult Conversation, Dealing with Contradictory Messages, and Convincing Others. **These skills and many others are an essential part of success at Job Corps for both students and staff.** ***Many of these skills will be learned by the students through their interaction with you or your staff during their Job Corps enrollment.***

Whether you are concentrating on developing a particular social skill or simply accentuating the social skills that are a natural part of Center Management, you are an important part of Job Corps training for success for both students and staff.

Activities Offering Social Skills Building Opportunities

Think about how each of these activities offers you natural opportunities to build good social skills. How can you take advantage of these opportunities?

- Role modeling for students and staff
- Student government interactions
- Dispute mediation staff/students
- Student assemblies
- Staff training
- Staff evaluations
- Off-Center community activities
- All staff meetings
- One-On-One interventions with students and staff
- Orientation for staff/students
- Disciplinary intervention for staff/students
- Students/staff activities

Strengths of the

You provide the leadership!
You have influence over both staff and students.

You set the tone for the Center.
Why not make it positive? Learning thrives in an atmosphere of trust and encouragement.

You can make change happen.
From your position, good ideas can become reality. The success or failure of the Social Skills program depends on you.

Management Team

You see the big picture.
You have information about the entire Center. You understand the interrelationships of all programs.

You are a role model for Center staff and students.
Your actions set the standard for the center staff and students.

You set the pace for your Center.
Staff will follow your lead and be motivated by your enthusiasm.

2 The 10 Most Important Social Skills in Management

For a complete list of Social Skills in the Job Corps curriculum see pages 12 to 14 of this guide.

These social skills were identified by Job Corps **Management** staff from across the nation as the most frequently dealt with by **Management** staff. They may or may not be problem areas for you at your Center. Developing students' abilities in these skills will improve their relationships with others and increase your own job effectiveness.

Making a Complaint.

The students express complaints that are reasonable to the appropriate person in a way that promotes resolution.

Asking a Question.

The students decide what information they need and ask the right person for that information at the right time and place and in the right way.

Listening.

The students listen attentively to others and make an effort to understand what is being said.

Standing Up for Your Rights.
The students assert their rights by letting others know where they stand on issues, in a respectful manner.

Asking for Help.
The students ask for help from the proper person in a respectful manner.

Expressing Your Feelings.
The students choose appropriate ways to show others what they are feeling.

Responding to Supervision.
The students respond to supervision in a cooperative and positive manner.

Convincing Others.
The students try to persuade others to accept their ideas.

Getting Ready for a Difficult Conversation.
The students think about the best way to present their point of view before a stressful conversation, and then choose an appropriate approach.

Dealing with Contradictory Messages.
The students attempt to clarify contradictory messages in a respectful manner.

ST★R Approach

Use these steps for on-the-spot interventions anytime you encounter inappropriate behavior.

WHAT TO DO:

ay what you see and listen to the student's explanation.

ell why the behavior is a problem and discuss how it makes you feel.

dd explanation of desired behavior and show how to make amends, if appropriate.

each a mutually agreeable solution, if possible, and review consequences of continued behavior, if necessary.

for Building Social Skills

HOW TO DO IT:

Be direct, objective, and specific without judging the student's character. Listen with an open mind.

Stay in control of your own emotions. Calmly tell how the behavior affects you or others. Try not to place blame or attack the student's character.

Be specific. Be sure the student understands what he/she must stop doing, start doing, and continue to do in the future.

Be objective, non-threatening and supportive. Make sure the student accepts responsibility for his/her decision.

☞ The **One-On-One** inservice training program will teach you how to work with students to develop and refine social skills.

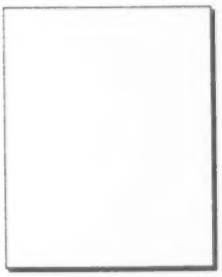
4 Resources

Want to maximize your chance for successful social skills interactions? Take advantage of the resources available to you elsewhere in this program. These aids include videos, Facilitator Packets, and the One-On-One staff inservice training program. Don't forget to utilize the experience and knowledge of other staff on your Center!

Videos

Videos are available that show examples of typical situations you may encounter as a **Management** staff member. Some videos portray techniques for conducting One-On-One interactions; others model steps to social skill development. The actors in the videos are Job Corps students in amusing real-life situations!

Facilitator Packets



Facilitator Packets which provide staff with additional information about each skill are available. You may find it helpful to read the Packets on the skills that most concern you. A Student Booklet also summarizes the steps to acquiring each social skill.

One-On-One Inservice

One-On-One is a staff development program. All Center staff will attend **One-On-One** inservice meetings where they will learn:

- Techniques for **One-On-One** interventions with students
- Steps to acquiring each social skill, and
- Procedures for working with students with social skills deficits

*Your Center Director or Social Skills Coordinator will have more information on **One-On-One**.*

Other Staff

Job Corps provides the opportunity for students to receive concentrated help and training in all areas of their life. For maximum student benefit, Job Corps staff must communicate and work together in the teaching of these skills. It is **strongly** recommended that you identify ways to **team up** to help the students through **Social Skills Building**. *For the Management Team, teaming with other staff may work especially well for the skills identified as "Skills for Dealing with Stress".*

The Fifty

Personal Skills

This first group of skills focuses on Job Corps basics.

1. Personal Hygiene
2. Personal Appearance
3. Locker Hygiene
4. Dorm Cleanliness
5. Punctuality and Attendance
6. Responding to Supervision
7. Teamwork

Beginning Social Skills

These skills are the foundation for more complicated skills.

8. Listening
9. Starting a Conversation
10. Having a Conversation
11. Asking a Question
12. Saying Thank You
13. Introducing Yourself
14. Introducing Other People
15. Giving a Compliment

Social Skills

Advanced Social Skills

This set of skills involves more difficult interactions.

16. Asking for Help
17. Joining In
18. Giving Instructions
19. Following Instructions
20. Apologizing
21. Convincing Others
22. Making a Decision

Skills for Dealing with Feelings

These skills are especially important during adolescence.

23. Knowing Your Feelings
24. Expressing Your Feelings
25. Understanding the Feelings of Others
26. Dealing with Someone Else's Anger
27. Expressing Affection
28. Dealing with Fear
29. Rewarding Yourself

The 50 Social Skills

Skill Alternatives to Aggression

These complex skills involve situations where action with or by others is the dominant factor.

30. Asking Permission
31. Sharing Something
32. Helping Others
33. Negotiating
34. Using Self-Control
35. Standing Up for Your Rights
36. Responding to Teasing
37. Avoiding Trouble with Others
38. Keeping Out of Fights

Skills for Dealing with Stress

These advanced skills require the development of inner attitudes about yourself and who you choose to be.

39. Making a Complaint
40. Answering a Complaint
41. Sportsmanship After the Game
42. Dealing with Embarrassment
43. Dealing with Being Left Out
44. Standing Up for a Friend
45. Responding to Persuasion
46. Responding to Failure
47. Dealing with Contradictory Messages
48. Dealing with an Accusation
49. Getting Ready for a Difficult Conversation
50. Dealing with Group Pressure

6 Intervention Examples

FOUL LANGUAGE

1 ***The manager walks by a group of students and hears a lot of foul language being used.***

Social Skills:
Understanding the Feelings of Others
Using Self-Control
Expressing Your Feelings

Intervention:

The manager stops to talk to the group and says:

S) Hey guys and gals, I'm hearing a lot of rough language over here.
T) Obscene language turns off a lot of people and creates a bad impression. I'm disappointed that you are using such vulgar words.
A) I expect you to clean up your language.
R) Do we agree that you need to find other ways to express yourself that aren't offensive?

SEXUAL HARASSMENT

2 ***The manager overhears two male staff members sharing a joke, within earshot of students, that is degrading to women.***

Social Skills:
Understanding the Feelings of Others
Responding to Supervision

Intervention:

The manger asks to speak privately with staff and says:

S) I overheard you telling a joke in front of the students.
T) Sexist jokes are not appropriate in the work place and staff are role models for students. I'm disappointed that you would tell that type of a joke with students around.
A) I expect you to refrain from telling those kinds of jokes while you're at work.
R) Let's all get back to work and use better judgement from now on.

Intervention Examples

INTERRUPTING

3 ***The manger is in a conference with a student about a concern. A staff member interrupts wanting an immediate answer to his question.***

Social Skills:
Asking a Question
Using Self-Control
Understanding the Feelings of Others

Intervention:

The manager stops her conversation with the student and says to the staff:

S) I can see that you need to talk to me.
T) We're having an important discussion right now and it's important that I finish my conversation with this student.
A) I'd like you to wait for a few minutes while I finish this conversation. I'll be with you soon.
R) Can we agree to meet in my office in a few minutes? If not, I'll call you when I'm finished.

SEXUAL BEHAVIOR

4 ***During the class break the Training Manager observes two students involved in heavy petting, kissing and hugging.***

Social Skills:
Expressing Affection
Using Self-Control

Intervention:

The manager walks over to the students and says:

S) I see that you are enjoying your break time.
T) Intimate behavior is not appropriate in public places and is offensive to others. It's embarrassing for me and others to walk by and see you like this.
A) I expect you to cool it in public and use more self-control. Holding hands or giving a quick kiss are appropriate ways to express affection in public places.
R) What you can do is either stay here and finish your break together or return to class.

Success Tips for the Management Team

1. **Knowledge is power.**
   (Know the steps to acquiring each social skill.)

2. **Monkey see; monkey do.**
   (Model the skills you want your students to acquire.)

3. **Listen.**
   (You might miss a cry for help.)

4. **"Plan" before you leap.**
   (Take time to prepare a plan of action.)

5. **Team up.**
   (Share your action plan with other Management staff; enlist their help.)

6. **Get the most out of life.**
   (Use all available resources.)

7. **Practice makes perfect.**
   (Practice intervening by *role playing* with other staff.)

8. **Stay ahead of the game.**
   (Be prepared for the worst; expect the best.)

9. **If we always do what we've always done, we'll always get what we've always gotten.** (Don't be afraid to change.)

10. **You can catch more flies with honey than vinegar.**
    (Be positive when you intervene.)

Social Skills Program

Recreation

Team Manual

Job Corps

5101

Purpose of this Manual

This manual will provide you, a **Recreation Team** member, with a guide to use in **fostering the development** of social skills best taught in recreational settings. It will also assist you in **correcting** common social skill problems among students during recreational time.

It is your responsibility to intervene when you observe inappropriate behavior ***not just in recreational settings, but anywhere on Center.*** *This manual will help you improve your intervention skills.*

The Team Manual series is part of a total Job Corps Social Skills Training Program which includes **Facilitator Skill Packets, a Student Skills Handbook**, and a **One-On-One** inservice training curriculum.

This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 4095 173rd Place, SE, Bellevue, WA 98008 1990
Reorder # 40657

CONTENTS

The RecreationTeam as Social Skills Builders

- ❑ Employability Pay-offs 2
- ❑ Activities Offering Social Skills Building Opportunities 3
- ❑ Strengths of the Team 4

The 10 Most Important Social Skills for the Recreation Area 6

Intervention Technique 8

Resources

- ❑ Videos 10
- ❑ Facilitator Packets 10
- ❑ One-On-One Inservice 11
- ❑ Other Staff 11

Reference

- ❑ The 50 Social Skills (chart) 12

Examples

- ❑ Intervention Examples 15

Success Tips ..... Inside Back Cover

The Recreation Team as a Social Skills Builder

As a member of the **Recreation** staff, you have many opportunities and reasons to help students develop better social skills. What **you do** in your interactions with them can increase or decrease the benefits they receive from Job Corps. Acceptable social skills are necessary for their growth after they leave Job Corps.

Employability Pay-offs

The social skills taught in Recreation are essential for success in many areas of life.

All jobs require the ability to work together with others for a common goal. Often work is done in a competitive environment. Most jobs require us to be gracious winners or losers. Jobs also require the ability to respond to supervision, to listen, and to follow instructions. **These skills and many others are an essential part of success both in recreational activities and on a job.** ***Many of these skills will be learned by the students with much more impact here in Recreation than anywhere else in their training at Job Corps.***

You influence each student's progress.

Whether you are concentrating on developing a particular social skill or simply accentuating the social skills that are a natural part of recreational programs, you are an important part of Job Corps training for career success.

Activities Offering Social Skills Building Opportunities

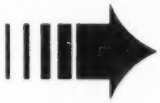
- Intramural programs and varsity sports
- Fashion shows
- Choir and Glee Club
- Assemblies and other Center-wide activities
- Voluntary attendance groups (e.g. Explorer Scouts)
- Dances
- Supervising at games
- Field trips
- Concerts
- Recreation committee meetings

Think about how each of these activities offers you natural opportunities to build good social skills. How can you take advantage of these opportunities?

Strengths of the

You are in charge of the "fun" activities at the Center.
The activities you organize give considerable variety and enjoyment to the students. They ***like*** **Recreation** and see it as a good place to be.

The students are motivated to become involved in Recreation activities.
You can tap into a tremendous amount of motivation and desire to do well.



You are "safe" staff. Students feel they can talk to you.
You don't seem linked to the normal work and education evaluation processes, so students feel they can talk to you about their feelings. They trust your confidentiality and impartiality.

Recreation Team

Many Recreational activities have a direct and instant payoff.

Sometimes progress in vocational or educational settings is hard to measure. In **Recreation**, students often get results they can see instantly. Not all **Recreation** activities are like this, of course. Tangible results are, however, important to students who are less motivated by *concepts* than by **results** and **actions.**

Social interaction and teamwork are a natural part of Recreation.

Social skills are a natural part of your job as a **Recreation** Team member. You have many opportunities to influence major changes in your students.

Regimen and discipline are commonly practiced in Recreation programs.

You can provide an excellent arena for students to learn that by practice, discipline, and hard work they can achieve their goals.

The 10 Most Important Social Skills in Recreation

For a complete list of Social Skills in the Job Corps curriculum see pages 12 to 14 of this guide.

These social skills were identified by Job Corps **Recreation** staff from across the nation as the most important in **Recreation** programs. They may or may not be problem areas for you at your Center. Developing students' abilities in these skills will improve their relationships with others and increase your own job effectiveness.

Teamwork

The students actively work with other students and staff to accomplish a task or goal.

Listening

The students listen attentively to others and make an effort to understand what is being said.

Asking for Help

The students ask for help from the proper person in a respectful manner.

Following Instructions

The students follow instructions and complete a task as directed.

Asking Permission

The students know when to ask permission from the correct person at an appropriate time when it is needed.

Sharing Something

The students share what they have with others in an appropriate way.

Helping Others

The students assist others who need or want help in a respectful way.

Using Self-Control

The students think through situations before responding strongly and then use self-control.

Sportsmanship After the Game

The students express honest appreciation to opponents and give credit to others regardless of who wins or loses.

Responding to Failure

The students figure out the reasons for failure and plan ways to succeed in the future.

3 ST★R Approach

Use these steps for on-the-spot interventions anytime you encounter inappropriate behavior.

WHAT TO DO:

ay what you see and listen to the student's explanation.

ell why the behavior is a problem and discuss how it makes you feel.

dd explanation of desired behavior and show how to make amends, if appropriate.

each a mutually agreeable solution, if possible, and review consequences of continued behavior, if necessary.

for Building Social Skills

HOW TO DO IT:

Be direct, objective, and specific without judging the student's character. Listen with an open mind.

Stay in control of your own emotions. Calmly tell how the behavior affects you or others. Try not to place blame or attack the student's character.

Be specific. Be sure the student understands what he/she must stop doing, start doing, and continue to do in the future.

Be objective, non-threatening and supportive. Make sure the student accepts responsibility for his/her decision.

☞ The **One-On-One** inservice training program will teach you how to work with students to develop and refine social skills.

Resources

Want to maximize your chance for successful social skills interactions? Take advantage of the resources available to you elsewhere in this program. These aids include videos, Facilitator Packets, and the One-on-One staff inservice training program. Don't forget to utilize the experience and knowledge of other staff on your Center!

Videos

Videos are available that show examples of typical situations you may encounter as a **Recreation** staff member. Some videos portray techniques for conducting One-on-One interactions; others model steps to social skill development. The actors in the videos are Job Corps students in amusing real-life situations!

Facilitator Packets

Facilitator Packets which provide staff with additional information about each skill are available. You may find it helpful to read the Packets on the skills that most concern you. A Student Booklet also summarizes the steps to acquiring each social skill.

One-On-One Inservice

One-On-One is a staff development program. All Center staff will attend **One-On-One** inservice meetings where they will learn:

- Techniques for **One-On-One** interventions with students
- Steps to acquiring each social skill, and
- Procedures for working with students with social skills deficits

*Your Center Director or Social Skills Coordinator will have more information on **One-On-One**.*

Other Staff

Job Corps provides the opportunity for students to receive concentrated help and training in all areas of their life. For maximum student benefit, Job Corps staff must communicate and work together in the teaching of these skills. It is **strongly** recommended that you identify ways to **team up** to help the students through **S**ocial **S**kills **B**uilding. *For the Recreation Team, teaming with other staff may work especially well for the skills identified as Skill Alternatives to Aggression.*

The Fifty

Personal Skills

This first group of skills focuses on Job Corps basics.

1. Personal Hygiene
2. Personal Appearance
3. Locker Hygiene
4. Dorm Cleanliness
5. Punctuality and Attendance
6. Responding to Supervision
7. Teamwork

Beginning Social Skills

These skills are the foundation for more complicated skills.

8. Listening
9. Starting a Conversation
10. Having a Conversation
11. Asking a Question
12. Saying Thank You
13. Introducing Yourself
14. Introducing Other People
15. Giving a Compliment

Social Skills

Advanced Social Skills

This set of skills involves more difficult interactions.

16. Asking for Help
17. Joining In
18. Giving Instructions
19. Following Instructions
20. Apologizing
21. Convincing Others
22. Making a Decision

Skills for Dealing with Feelings

These skills are especially important during adolescence.

23. Knowing Your Feelings
24. Expressing Your Feelings
25. Understanding the Feelings of Others
26. Dealing with Someone Else's Anger
27. Expressing Affection
28. Dealing with Fear
29. Rewarding Yourself

The 50 Social Skills

Skill Alternatives to Aggression

These complex skills involve situations where action with or by others is the dominant factor.

30. Asking Permission
31. Sharing Something
32. Helping Others
33. Negotiating
34. Using Self-Control
35. Standing Up for Your Rights
36. Responding to Teasing
37. Avoiding Trouble with Others
38. Keeping Out of Fights

Skills for Dealing with Stress

These advanced skills require the development of inner attitudes about yourself and who you choose to be.

39. Making a Complaint
40. Answering a Complaint
41. Sportsmanship After the Game
42. Dealing with Embarrassment
43. Dealing with Being Left Out
44. Standing Up for a Friend
45. Responding to Persuasion
46. Responding to Failure
47. Dealing with Contradictory Messages
48. Dealing with an Accusation
49. Getting Ready for a Difficult Conversation
50. Dealing with Group Pressure

6 Intervention Examples

FOUL LANGUAGE

1 ***A recreation staff member walks by a group of students shooting pool who are using foul language.***

Social Skills:
Using Self-Control
Expressing Your Feelings
Understanding the Feelings of Others

Intervention:

The staff member stops and says to the students:

S) It looks like everyone is having a good time but I'm hearing a lot of rough language over here.

T) I'm disappointed that you can't find other ways to express yourselves. Obscene language turns off lots of people and leaves people with a bad impression.

A) I expect you to clean up your language and not use that kind of language around here.

R) Do we agree that in the future, you will find other ways to express yourselves if you want to use these facilities?

SPORTSMANSHIP

2 ***Two dorms are in competition at a basketball game. Dorm 1 is ahead by 20 points because they have all the good players in their dorm. They start giving the other team a hard time, calling them whimps and losers.***

Social Skills:
Sportsmanship
Understanding the Feelings of Others
Dealing with Group Pressure

Intervention:

At half-time the coach gathers Team 1 in the locker room and says:

S) I can tell you are very happy about how much you are beating the other team.

T) It's hard not to gloat when you are winning. I am disappointed that you are giving the other team such a hard time and not being better sports.

A) I expect you to play your best and to respect the other team's efforts.

R) Can we agree that you'll go out there and play hard without the name calling? We may have to stop the game if this behavior continues.

Intervention Examples

TEAMWORK

3 ***A visiting team is on Center for a baseball game. One of the Center's star players is unable to play, so an inexperienced player substitutes. When it's her turn to bat, a couple of teammates start giving her a bad time.***

Social Skills:
Teamwork
Understanding the Feelings of Others

Intervention:

The coach walks back from her position of coaching first base and says:

S) I can see that you really wish our star player were up to bat right now.
T) It's frustrating not to have all of our best players here, but it's also hard for a substitute player to do her best when she doesn't have the support of the team. I'm disappointed that you're not supporting the entire team.
A) I expect you to support all of your teammates and continue to play your best. It takes the whole team to win.
R) Are we agreed that you'll try to help everyone do their best or not make any comments at all?

JOINING IN

4 ***The aerobics instructor notices a new student sitting alone in the bleachers watching the other students warm up for the class.***

Social Skills:
Joining In
Dealing with Embarrassment
Dealing with Being Left Out

Intervention:

The staff member approaches the student and says:

S) I can see you are interested in aerobics.
T) It is hard sometimes to try a new activity with a group of people you don't know.
A) It would be great to have you be part of our group. I'd like to see you participate in this activity.
R) Will you join us now, or will you think about it and come another day? You'll be welcome.

Success Tips for the Recreation Team

1. **Knowledge is power.**
   (Know the steps to acquiring each social skill.)

2. **Monkey see; monkey do.**
   (Model the skills you want your students to acquire.)

3. **Listen.**
   (You might miss a cry for help.)

4. **"Plan" before you leap.**
   (Take time to prepare a plan of action.)

5. **Team up.**
   (Share your action plan with other Recreation staff; enlist their help.)

6. **Get the most out of life.**
   (Use all available resources.)

7. **Practice makes perfect.**
   (Practice intervening by *role playing* with other staff.)

8. **Stay ahead of the game.**
   (Be prepared for the worst; expect the best.)

9. **If we always do what we've always done, we'll always get what we've always gotten.** (Don't be afraid to change.)

10. **You can catch more flies with honey than vinegar.**
    (Be positive when you intervene.)

Social Skills Program

Residential

Team Manual

Job Corps

Purpose of this Manual

This manual will provide you, a **Residential Team** member, with a guide to use in **fostering the development** of social skills best taught in residential settings. It will also assist you in **correcting** common social skill problems among students during residential time.

It is your responsibility to intervene when you observe inappropriate behavior ***not just in residential settings, but anywhere on Center.*** *This manual will help you improve your intervention skills.*

The Team Manual series is part of a total Job Corps Social Skills Training Program which includes **Facilitator Skill Packets, a Student Skills Handbook**, and a **One-On-One** inservice training curriculum.

This booklet was prepared under U.S. Department of Labor contract #99-0-4714-35-041-01 to Model Classrooms, 1990, 4095 173rd Place, SE, Bellevue, WA 98008
Reorder # 40658

CONTENTS

The Residential Team as Social Skills Builders
- ❑ Employability Pay-offs 2
- ❑ Activities Offering Social Skills Building Opportunities 3
- ❑ Strengths of the Team 4

The 10 Most Important Social Skills for the Residential Area 6

Intervention Technique 8

Resources
- ❑ Videos 10
- ❑ Facilitator Packets 10
- ❑ One-On-One Inservice 11
- ❑ Other Staff 11

Reference
- ❑ The 50 Social Skills (chart) 12

Examples
- ❑ Intervention Examples 15

Success Tips ..... Inside Back Cover

1 The Residential Team as a Social Skills Builder

As a member of the **Residential** staff, you have one of the most important positions on Center. You can help students develop the lifetime social skills they will need to become productive and successful citizens. What **you do** in your interactions with students can increase the benefits they receive from Job Corps. Acceptable social skills are necessary for continued growth after students leave Job Corps.

Employability Pay-offs

The social skills taught in Residential Living are essential for success in many areas of life.

You influence each student's progress.

All jobs require workers to have good personal hygiene and appearance. Doing well at work also requires punctuality, teamwork, and the ability to use self-control. **More jobs are lost for these kinds of reasons than for a lack of trade skills.** Social skills are an essential part of success both in residential situations and on a job. **Many skills will be learned by the students with much more impact in the Residential setting than anywhere else in the students' training at Job Corps.** You are an important part of Job Corps training for employability and career success.

Remember that social skills are taught more by your example than by your words. What you do is more important than what you say.

Activities Offering Social Skills Building Opportunities

Think about how each of these activities offers you natural opportunities to build good social skills. How can you take advantage of these opportunities?

- Incentive trips and activities
- Dorm clean-up
- Room and locker inspections
- Monthly conferences
- Dorm committee meetings
- Dorm rap sessions/group meetings
- Birthday parties
- Conflict resolutions
- Avocational groups
- Competitions within dorm and between dorms
- Welcoming and greeting new students

Strengths of the

You as a residential staff member get to see the WHOLE person.

In most cases, you may know the individual s strengths and weaknesses better than anyone on Center. Your understanding and guidance may make the difference between success and failure after the student leaves the program.

You can be a powerful role model for the students.

Students see and interact with you in a variety of settings. You role model several facets of life for them.

Residential activities tend to emphasize social interactions.

Education and vocational training are conducted in highly structured settings. Residential living activities are usually less structured and offer many opportunities for students to learn and practice social skills in a variety of ways.

Residential Team

The consequences of poor social skills are more obvious in residential situations.
When dealing so directly with peers, poor social skills can quickly cause negative consequences.

The residential setting is a safer place than most to practice changes in behavior.
You can create a reasonably safe environment for the students to try changing behaviors. At home, in an education class, or on a job, no one may be there to facilitate this process. You can do that here.

You have more flexibility in your schedule than other staff.
Most other staff have a tightly structured schedule. They interact with many students for a short period of time. They don't have as much time to concentrate on a problem area or a problem student. You as a **Residential** staff member can often stop what you are doing to give your full attention to a problem.

2 The 10 Most Important Social Skills in Residential

For a complete list of Social Skills in the Job Corps curriculum see pages 12 to 14 of this guide.

These social skills were identified by Job Corps **Residential** staff from across the nation as the most important social skills in **Residential** programs. They may or may not be problem areas for you at your Center. Developing students' abilities in these skills will improve their relationships with others and increase your own job effectiveness.

Personal Hygiene.

The students are clean and well groomed, and their clothing is clean and in good repair, at all times.

Personal Appearance.

The students are dressed and groomed in a manner that is appropriate and safe for each setting or activity.

Dorm Cleanliness.

The students maintain their individual rooms/areas and dormitory common areas in a clean and orderly manner.

Punctuality and Attendance.
The students meet scheduled appointments and commitments on time and are present for all scheduled activities each day.

Teamwork.
The students actively work with other students and staff to accomplish a task or goal.

Listening.
The students listen attentively to others and make an effort to understand what is being said.

Asking for Help.
The students ask for help from the proper person in a respectful manner.

Understanding the Feelings of Others.
The students try to understand what emotions others are feeling and show understanding in an appropriate manner.

Using Self-Control.
The students think through situations before responding strongly and then use self-control.

Dealing with Group Pressure.
The students decide to do what they believe to be best regardless of what the group wants to do.

ST★R Approach

Use these steps for on-the-spot interventions anytime you encounter inappropriate behavior.

WHAT TO DO:

ay what you see and listen to the student's explanation.

ell why the behavior is a problem and discuss how it makes you feel.

dd explanation of desired behavior and show how to make amends, if appropriate.

each a mutually agreeable solution, if possible, and review consequences of continued behavior, if necessary.

for Building Social Skills

HOW TO DO IT:

Be direct, objective, and specific without judging the student's character. Listen with an open mind.

Stay in control of your own emotions. Calmly tell how the behavior affects you or others. Try not to place blame or attack the student's character.

Be specific. Be sure the student understands what he/she must stop doing, start doing, and continue to do in the future.

Be objective, non-threatening and supportive. Make sure the student accepts responsibility for his/her decision.

☞ The **One-On-One** inservice training program will teach you how to work with students to develop and refine social skills.

4 Resources

Want to maximize your chance for successful social skills interactions? Take advantage of the resources available to you elsewhere in this program. These aids include videos, Facilitator Packets, and the One-On-One staff inservice training program. Don't forget to utilize the experience and knowledge of other staff on your Center!

Videos

Videos are available that show examples of typical situations you may encounter as a **Residential** staff member. Some videos portray techniques for conducting One-On-One interactions; others model steps to social skill development. The actors in the videos are Job Corps students in amusing real-life situations!

Facilitator Packets

Facilitator Packets which provide staff with additional information about each skill are available. You may find it helpful to read the Packets on the skills that most concern you. A Student Booklet also summarizes the steps to acquiring each social skill.

One-On-One Inservice

One-On-One is a staff development program. All Center staff will attend **One-On-One** inservice meetings where they will learn:

- Techniques for **One-On-One** interventions with students
- Steps to acquiring each social skill, and
- Procedures for working with students with social skills deficits

*Your Center Director or Social Skills Coordinator will have more information on **One-On-One**.*

Other Staff

Job Corps provides the opportunity for students to receive concentrated help and training in all areas of their life. For maximum student benefit, Job Corps staff must communicate and work together in the teaching of these skills. It is **strongly** recommended that you identify ways to **team up** to help the students through Social Skills Building. *For the Residential Team, teaming with other staff may work especially well with Counseling Staff for "Dealing with Feelings."*

The Fifty

Personal Skills

This first group of skills focuses on Job Corps basics.

1. Personal Hygiene
2. Personal Appearance
3. Locker Hygiene
4. Dorm Cleanliness
5. Punctuality and Attendance
6. Responding to Supervision
7. Teamwork

Beginning Social Skills

These skills are the foundation for more complicated skills.

8. Listening
9. Starting a Conversation
10. Having a Conversation
11. Asking a Question
12. Saying Thank You
13. Introducing Yourself
14. Introducing Other People
15. Giving a Compliment

Social Skills

Advanced Social Skills

This set of skills involves more difficult interactions.

16. Asking for Help
17. Joining In
18. Giving Instructions
19. Following Instructions
20. Apologizing
21. Convincing Others
22. Making a Decision

Skills for Dealing with Feelings

These skills are especially important during adolescence.

23. Knowing Your Feelings
24. Expressing Your Feelings
25. Understanding the Feelings of Others
26. Dealing with Someone Else's Anger
27. Expressing Affection
28. Dealing with Fear
29. Rewarding Yourself

The 50 Social Skills

Skill Alternatives to Aggression

These complex skills involve situations where action with or by others is the dominant factor.

30. Asking Permission
31. Sharing Something
32. Helping Others
33. Negotiating
34. Using Self-Control
35. Standing Up for Your Rights
36. Responding to Teasing
37. Avoiding Trouble with Others
38. Keeping Out of Fights

Skills for Dealing with Stress

These advanced skills require the development of inner attitudes about yourself and who you choose to be.

39. Making a Complaint
40. Answering a Complaint
41. Sportsmanship After the Game
42. Dealing with Embarrassment
43. Dealing with Being Left Out
44. Standing Up for a Friend
45. Responding to Persuasion
46. Responding to Failure
47. Dealing with Contradictory Messages
48. Dealing with an Accusation
49. Getting Ready for a Difficult Conversation
50. Dealing with Group Pressure

Intervention Examples

INTERRUPTING STAFF

1 ***While two R.A.s are discussing the evening schedule, a student rushes into the office, rudely interrupts the conversation, and wants to talk to one staff.***

Social Skills:
Starting a Conversation
Asking a Question
Using Self-Control

Intervention:

The R.A.s stop their discussion and one says to the student:

S) I can see that you need to talk to me.
T) When two people are in a conversation, even though it's hard to wait, you have to wait your turn. I am feeling really frustrated because with all these interruptions it's hard to finish tonight's schedule.
A) If your problem isn't an emergency, I expect you to wait until we're through talking.
R) Please wait quietly until we're through or you can come back in about five minutes.

PERSONAL HYGIENE PROBLEM

2 ***An R.A. has observed that a student isn't keeping himself or his clothes clean. His room and locker have an offensive odor.***

Social Skills:
Personal Hygiene
Personal Appearance
Locker Hygiene

Intervention:

The R.A. meets privately with the student and says:

S) I can see that your clothes are dirty and your hair is greasy.
T) Showers need to be taken daily and clothes need to be washed weekly. It's difficult for others to be around you when you don't look or smell clean.
A) You need to shower daily and wear clean clothes every day.
R) Can you agree to take a shower tonight and wash your clothes? We'll check in with one another tomorrow.

Intervention Examples

INTIMIDATION

3 ***The R.A. overhears a conversation between a new student and her roommate who has been on Center for several months. The older student is warning the new student about covering for her when she sneaks her boyfriend into her room.***

Social Skills:
Dealing with Group Pressure
Dealing with Fear
Standing Up for Your Rights
Responding to Persuasion

Intervention:

The R.A. walks over to the students and says to the older student:

S) I heard you asking your new roommate to help you break the rules.
T) Men are not allowed in the dorm rooms. I'm disappointed that you're setting such a bad example.
A) I expect you both to follow the Center visitation rules.
R) In the future I'd like to see you work with your new roommate by helping her follow the rules, not break them. Can we agree on this?

OVERT BEHAVIOR

4 ***The R.A. walks into the TV lounge. The lights are out, and students are engaged in heavy petting.***

Social Skills:
Expressing Affection
Using Self-Control
Dealing with Embarrassment

Intervention:

The R.A. turns on the light and says to the students:

S) It looks like it is getting pretty hot in here.
T) The lights have to stay on. The TV room is for television watching. I'm embarrassed to see you this way and others don't feel free to use the lounge.
A) I expect you to keep the lights on while in the lounge and to use more self-control.
R) You have the option of either staying here with the lights on while you watch TV or leaving the lounge. It is your decision.

Success Tips for the Residential Team

1. Knowledge is power.
   (Know the steps to acquiring each social skill.)

2. Monkey see; monkey do.
   (Model the skills you want your students to acquire.)

3. Listen.
   (You might miss a cry for help.)

4. "Plan" before you leap.
   (Take time to prepare a plan of action.)

5. Team up.
   (Share your action plan with other Residential staff; enlist their help.)

6. Get the most out of life.
   (Use all available resources.)

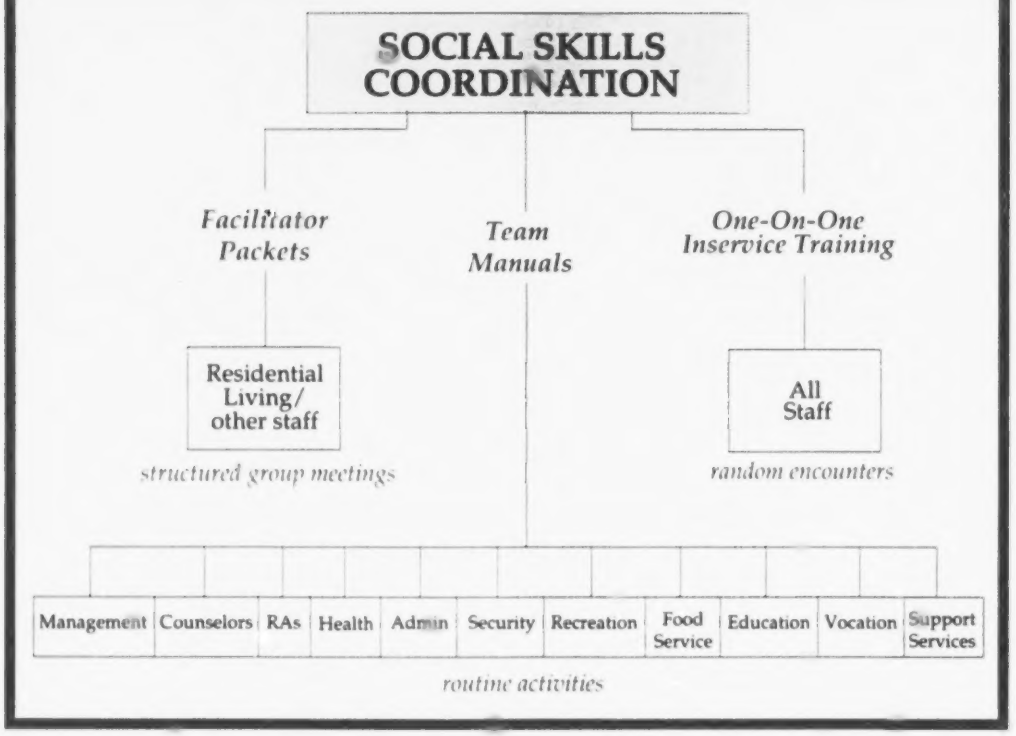
7. Practice makes perfect.
   (Practice intervening by *role playing* with other staff.)

8. Stay ahead of the game.
   (Be prepared for the worst; expect the best.)

9. If we always do what we've always done, we'll always get what we've always gotten. (Don't be afraid to change.)

10. You can catch more flies with honey than vinegar.
    (Be positive when you intervene.)

SOCIAL SKILLS RESPONSIBILITIES



Social Skills Training

Job Corps

Job Corps Social Skills Program

U.S. Department of Labor